DOCUMENT RESUME

ED 343 512 HE 025 379

TITLE Outcomes Assessment and Analysis: A Reference Document for Accrediting Bodies.
INSTITUTION Council on Postsecondary Accreditation, Washington, D.C.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE Jun 91
NOTE 107p.; For a related document, see HE 025 380.
AVAILABLE FROM Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 ($10.00).
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; *College Outcomes Assessment; Data Collection; *Evaluation Methods; Higher Education; *Institutional Evaluation; *Outcomes of Education; Self Evaluation (Groups)

ABSTRACT

This report provides data received from postsecondary education/professional accrediting bodies regarding the extent to which outcomes and institutional or program effectiveness are reflected in each of the following: (1) accreditation standards; (2) accreditation guidelines; (3) policy statements; (4) accreditation practices (self-study, visiting teams, accrediting body actions, training programs for institutional or program representatives or site visitors); and (5) other relevant publications, research, pieces or speeches of or by the accrediting body or its representatives. Accrediting bodies may be national, regional, or specialized. In all, responses are reported from 68 agencies in addition to the inclusion of an assessment bibliography for each agency. Finally, a Council on Postsecondary Accreditation Assessment Project summary chart of the response items received by accrediting bodies is included. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED343512

OUTCOMES ASSESSMENT AND ANALYSIS:

A REFERENCE DOCUMENT FOR ACCREDITING BODIES

PART I: Areas and Types of Agency Involvement

PART II: Bibliography of Relevant Document by Accrediting Bodies

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

★★★★★

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

R. Vranesh
COPA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

HE 025 379

Council on Postsecondary Accreditation
Project on "Accreditation for Educational Effectiveness: Assessment Tools for Improvement."

Partially funded by a grant from the Fund for the Improvement of Postsecondary Education.

June 1991

 BEST COPY AVAILABLE

Table of Contents

Introduction 5

Chart of Response Items by Accrediting Bodies 7

Part I: Areas and Type of Agency Involvement 11

National Institutional Accrediting Bodies 13
Regional Institutional Accrediting Bodies 19
Specialized Accrediting Bodies 28
Review Committees of the Committee on Allied Health Education and Accreditation 69

Part II: Bibliography of Relevant Documents by Accrediting Bodies 83

National Institutional Accrediting Bodies 85
Regional Institutional Accrediting Bodies 87
Specialized Accrediting Bodies 91
Review Committees of the Committee on Allied Health Education and Accreditation 105

Introduction

The Council on Postsecondary Accreditation received a grant from the Fund for the Improvement of Postsecondary Education to carry out a project on "Accreditation for Educational Effectiveness: Assessment Tools for Improvement" beginning in October of 1990. As a first step it was critical to develop a body of information on what accrediting bodies are doing and expecting from their institutions or programs in the area of outcomes assessment and analysis. To obtain this information, questionnaires were sent to each COPA recognized accrediting body. The accrediting bodies were asked to provide information about the extent to which outcomes and institutional or program effectiveness are reflected in each or any of the following:

1. Accrediting Standards
2. Accreditation Guidelines
3. Policy Statements
4. Accrediting Practices
   a. Self-Study
   b. Visiting Teams
   c. Accrediting Body Actions
   d. Training Programs for Institutional or Program Representatives or Site Visitors
5. Other Relevant Publications, Research, Pieces or Speeches of or by the Accrediting Body or its Representatives

In the case of specialized or program accreditation, the questionnaire included an additional category:

6. In relation to your specialized accrediting field, are there formal means other than accreditation for determining the competency of practitioners within the field?

The questionnaires were sent to the six national institutional accrediting bodies; the nine regional institutional accrediting bodies; and the forty-two specialized or programmatic accrediting bodies. In addition, the questionnaire was also sent to the nineteen review committees under the Committee on Allied Health Education and Accreditation of the American Medical Association. COPA recognizes the Committee on Allied Health Education and Accreditation (CAHEA) as the umbrella organization for the review committees rather than each review committee separately. However, since each review committee has its own standards and procedures, it seemed appropriate to include them as well as CAHEA. Thus, the questionnaire was sent to seventy-six agencies. In addition to answering the questionnaire, the agencies were requested to send any pertinent related documents. As a result we have received both answers to the categories and documents to develop an assessment bibliography for each agency.

After the initial responses were received, both questionnaire returns and the bibliographies were returned to the accrediting bodies for review, additions and verification. The documents as reported by the agencies are complete as of May 1991. All but three of the recognized accrediting bodies provided data. Fourteen of the CAHEA review committees responded. The bibliography contains some 444 items.

A few comments are in order:

a. The responses and the bibliography are information source documents as reported by the agencies. No attempt has been made to evaluate the adequacy or degree of relevance of the answers or of the bibliographical items in question. The degree of relevance of the bibliography items clearly varies and relatively few of them are devoted solely or primarily to outcomes. However, all of them have some bearing on the agencies' positions and actions and their conceptions of what outcomes utilization and analysis mean.

b. While the degree of involvement of accrediting agencies in outcomes analysis varies considerably, what is striking is that almost all of the accrediting bodies utilize outcomes and outcomes analysis in the accrediting process to a greater or lesser degree. For most of the agencies, institutional or program effectiveness is the central focus of the accreditation process.

c. Although most of the accrediting bodies are extensively involved in the outcomes utilization and analysis in the accrediting process, many agencies have not been aware of what other agencies are doing in this area. As one of the activities of the project, making available the results of the questionnaire and the bibliography should help to overcome this isolation and increase opportunity for sharing of information among accrediting bodies.

d. The questionnaire results and bibliography should clearly dispel any lingering doubts on the part of the publics of accreditation that accrediting bodies are not taking assessment and outcomes utilization seriously.

Marjorie Peace Lenn
Project Director

R. M. Millard
Project Coordinator

Request for Information Responses

Accrediting Bodies		Standards	Guidelines	Policy Statements	Self-Study	Visiting Teams	Accrediting Body Activities	Training Programs	Other Publications	Field Competency Determination
NATIONAL										
Bible (AABC)	1	•	•		•	•	•	•	•	
Business (AICS)	2	•	•	•	•			•	•	
Home Study (NHSC)	3	•	•	•	•					
Rab. & Talmudic (AARTS)	4	•	•	•	•	•			•	
Theology (ATS)	5	•	•	•	•	•	•	•		
Trade & Technical (NATTS)	6	•	•	•	•	•	•	•		
REGIONAL										
Middle States (MSA/CHE)	1	•	•	•	•	•	•	•	•	
New England (NEASC/CIHE)	2									
New England (NEASC/CVCTI)	3	•	•		•	•		•		
North Central (NCA/CIHE)	4	•	•	•	•	•	•	•	•	
Northwest (NW/COC)	5	•	•	•	•	•	•	•	•	
Southern (SACS/COC)	6	•	•	•	•	•		•	•	
Southern (SACS/COEI)	7	•	•	•	•	•	•	•	•	
Western (WASC/ACCJC)	8	•	•	•	•	•	•	•	•	
Western (WASC/ACSCU)	9	•	•	•	•	•	•	•	•	
SPECIALIZED										
Acupuncture (NACSCAOM)	1	•	•	•	•	•	•	•		•
Allied Health (CAHEA)	2	•	•	•					•	
Architecture (NAAB)	3	•	•		•	•		•		
Art & Design (NASAD)	4	•	•	•	•	•	•	•	•	
Business Administration (AACSB)	5	•	•	•	•	•	•	•	•	
Chiropractic (CCE)	6	•	•	•	•	•	•	•	•	•
Computer Science (CSAB)	7	•	•		•	•				

Accrediting Bodies		Standards	Guidelines	Policy Statements	Self-Study	Visiting Teams	Accrediting Body Activities	Training Programs	Other Publications	Field Competency Determination
Construction Education (ACCE)	8	•	•				•			
Counseling (CACREP)	9	•	•		•	•	•	•	•	•
Dentistry (ADA)	10	•	•	•	•	•	•	•	•	•
Dietetics (ADA)	11	•	•	•	•	•		•		•
Engineering (ABET)	12									
Forestry (SAF)	13	•	•	•	•	•	•			•
Funeral (ABFSE)	14	•	•	•	•	•		•		
Health Services Administration (ACEHSA)	15	•	•	•	•	•	•	•		•
Home Economics (AHEA)	16	•	•		•			•		
Interior Design (FIDER)	17	•	•	•	•	•	•	•	•	•
Journalism (ACEJMC)	18	•	•		•			•		
Landscape Architecture (ASLA)	19	•			•	•				
Law (ABA)	20	•	•	•	•	•	•			•
Law (AALS)	21	•		•	•	•				•
Library (ALA)	22	•	•	•	•	•	•	•		•
Medical Assistant (ABHES)	23	•	•		•	•	•	•		•
Medicine (LCME)	24	•	•	•	•	•	•	•	•	•
Music (NASM)	25	•	•	•	•	•	•	•	•	
Nurse Anesthesia (CANAEP)	26	•	•		•	•	•	•		•
Nursing (NLN)	27	•	•	•	•	•	•	•	•	•
Optometry (AOA)	28	•	•	•		•	•	•	•	•
Osteopathy (AOA)	29	•	•		•			•		•
Pharmacy (ACPE)	30	•	•	•	•	•	•		•	•
Physical Therapy (APTA)	31	•	•		•	•	•	•		•
Planning (ACSP)	32	•	•			•				
Podiatry (CPME)	33	•	•				•		•	•
Psychology (APA)	34	•	•	•	•	•	•	•		•
Public Affairs (NASPAA)	35	•	•	•	•			•		
Public Health (CEPH)	36	•				•	•			•

Accrediting Bodies		Standards	Guidelines	Policy Statements	Self-Study	Visiting Teams	Accrediting Body Activities	Training Programs	Other Publications	Field Competency Determination
Recreation & Parks (NRPA)	37	•	•		•	•				•
Rehabilitation Counseling (CORE)	38	•		•	•	•	•			•
Social Work (CSWE)	39	•	•		•				•	•
Speech-Language-Hearing (ASLHA)	40									
Teacher Education (NCATE)	41	•	•	•	•	•	•		•	•
Veterinary Medicine (AVMA)	42	•			•					•
CAHEA - Review Committees										
Anesthesiologist's Assistant (ARC-AA)	1	•	•	•						•
Specialist in Blood Bank Technology (CASBBS)	2									
Cardiovascular Technology (JRC BCT)	3	•	•		•					•
Cytotechnology (CPRC)	4									
Diagnostic Medical Sonography (JRCDMS)	5	•	•		•	•		•		•
Electroneurodiagnostic (JRC EET)	6									
EMT-Paramedic (JRC EPMT-P)	7	•			•	•				•
Clinical Laboratory Sciences (NAACLS)	8	•	•	•	•	•	•	•	•	
Medical Assistant (AAMAE)	9	•	•	•	•	•	•		•	
Medical Illustrator (ARC MI)	10	•	•	•	•					
Medical Record Association (AMRA)	11	•			•					
Nuclear Medicine (JRC EPNMT)	12	•		•	•	•		•		•
Occupational Therapy (AOTA)	13	•	•	•	•		•	•		•
Ophthalmic Medical Technical (JRC OMT)	14									
Perfusion Education (JRC PE)	15	•	•							
Physician Assistant (ARC-PA)	16	•	•	•	•	•	•	•	•	
Radiologic Technology (JRCERT)	17	•	•		•	•				•
Respiratory Therapy (JRC RTE)	18	•	•		•				•	
Surgical Technologist (ARC EPST)	19									

Part I: Areas and Type of Agency Involvement

National Institutional Accrediting Bodies

American Association of Bible Colleges 13
Association of Independent Colleges & Schools 14
National Home Study Council 15
Association of Advanced Rabbinical and Talmudic Schools 16
Association of Theological Schools 17
National Association of Trade and Technical Schools 18

Regional Institutional Accrediting Bodies

Middle States Association of Colleges and Schools
Commission on Higher Education 19
New England Association of Schools and Colleges
Commission on Vocational, Technical, Career Institutions 20
North Central Association of Colleges and Schools
Commission on Institutions of Higher Education 21
Northwest Association of Schools and Colleges
Commission on Colleges 22
Southern Association of Colleges and Schools
Commission on Colleges 23
Commission on Occupational Education Institutions 24
Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges 25
Accrediting Commission for Senior Colleges and Universities 27

Specialized Accrediting Bodies

National Accrediting Commission for Schools and Colleges of Acupuncture and Oriental Medicine 28
Committee on Allied Health Education and Accreditation 29
National Architectural Accrediting Board 30
National Association of Schools of Art and Design 31
American Assembly of Collegiate Schools of Business 32
Council on Chiropractic Education 33
Computer Science Accreditation Commission 34
American Council for Construction Education 35
Council for Accreditation of Counseling and Related Educational Programs 36
American Dental Association 37
American Dietetic Association 38
Society of American Foresters 39

American Board of Funeral Service Education 40
Accrediting Commission on Education for Health Services Administration 41
American Home Economics Association 42
Foundation for Interior Design Education Research 43
Accrediting Council on Education in Journalism and Mass Communication 44
American Society of Landscape Architects 45
American Bar Association 46
Association of American Law Schools 47
American Library Association 48
Accrediting Bureau of Health Education Schools 49
Liaison Committee on Medical Education (AMA, AAMC) 51
National Association of Schools of Music 52
Council on Accreditation of Nurse Anesthesia Educational Programs 53
National League for Nursing 54
American Optometric Association 55
American Osteopathic Association 56
American Council on Pharmaceutical Education 57
American Physical Therapy Association 58
Planning Accreditation Board 59
American Podiatric Medical Association 60
American Psychological Association 61
National Association of Schools of Public Affairs and Administration 62
Council on Education for Public Health 63
National Recreation and Park Association 64
Council on Rehabilitation Education 65
Council on Social Work Education 66
National Council for Accreditation of Teacher Education 67
American Veterinary Medical Association 68

Review Committees of the Committee on Allied Health Education and Accreditation

Accreditation Review Committee for Education of Anesthesiologist Assistant 69
Joint Review Committee on Education in Cardiovascular Technology 70
Joint Review Committee on Education in Diagnostic Medical Sonography 71
Joint Review Committee on Educational Programs for the EMT-Paramedic 72
National Accrediting Agency for Clinical Laboratory Sciences 73
Curriculum Review Board - Medical Assistants 74
Accreditation Review Committee for the Medical Illustrator 75
American Medical Records Association 76
Joint Review Committee on Educational Programs in Nuclear Medicine Technology 77
American Occupational Therapy Association 78
Joint Review Committee for Perfusion Education 79
Accreditation Review Committee on Education for the Physician Assistant 80
Joint Review Committee on Education in Radiologic Technology 81
Joint Review Committee for Respiratory Therapy Education 82

National Institutional Accrediting Bodies

American Association of Bible Colleges

Respondent: Randall Bell, Executive Director

1. Accrediting Standards:
   Manual "Criteria for Accreditation"

Standard A.	Criteria	A.3.1.	Outcomes relating to Institutional goals.
		A.4.1.	Outcomes relating to objectives.
Standard D.	Criteria	D.1.0.	Curricular outcomes.
		D.2.5.	Evaluation of christian-service program.
Standard B.	Criteria	B.8.0.	Institutional Planning using evidence of institutional effectiveness.

2. Guidelines:
   See below 4.a.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Self-study *Guide*.
   Part I - The self-study process - Assessment p. 1.
   A Model of the self-study process - (5) Efficiency and Effectiveness. p. 6. (6) Outcomes.
   Sequence for completing self-study process - (1) Mission, Goals, Objectives p. 7. (4) Documenting goal achievement pp. 9-10.
   Appendix I. A. Staging Assessment p. 37.
   B. Test Instruments pp. 37-40.

   b. Visiting Teams: *The Evaluation Visit*. p. 28. "*Emphasize Outcomes*" and p. 46.

   c. Accrediting body actions: Outcomes assessment of student services - memo from John M. Lowe.

   d. Training programs:
   Seminar for Evaluating Team Chairs.
   General seminars at annual meetings (1986, 1987, 1989, 1990).

5. Other publications, research pieces, speeches:
   "Assessment of Effectiveness in Bible Colleges," Cecil May, Jr. *AABC Newsletter*, September 1988.

Association of Independent Colleges and Schools

Respondent: James Phillips, Executive Director

1. Accrediting Standards:
   Criteria adopted 1989- effective 1991 (Memo on Criteria and Policy Changes) Section 3-1-10 Institutional Effectiveness.

2. Guidelines:
   See above.

3. Policy Statements:
   Require retention improvement plans and placement improvement plans from some institutions.

4. Accrediting Practices:

   a. Self-Study: See *Quality Assurance for Private Career Schools*, pp. 37++.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:
      Educational seminars: Technical assistance to institutions (3 in 1990).
      See seminar program (October 24, 1990).

5. Other publications, research pieces, speeches:
   Harris, Hillenmeyer and Foran, *Quality Assurance for Private Career Schools*, 1989.

National Home Study Council

Respondent: Michael P. Lambert, Assistant Secretary

1. Accrediting Standards:
   Home Study School Accreditation
   Standard V. Student success and satisfaction pp. 104-105.

2. Guidelines:
   Outcomes Assessment Handbook

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: *Home Study School Accreditation*
      Self Evaluation Report #34 p. 60 Student Evaluation courses.
      #37-39 pp. 61-62 Counseling assistance and student success and satisfaction.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

Association of Advanced Rabbinical and Talmudic Schools (AARTS)

Respondent: Bernard Fryshman, Executive Vice-President

1. Accrediting Standards:
   Handbook (1991 ed.)
   A. Purpose - Evaluation of role of purpose in decision making p. 25.
   F. Educational Programs - continuing effort to evaluate outcomes, p. 29.
   L. Evaluation of Outcome - continuous evaluation of educational output - graduate classes etc. p. 33.

2. Guidelines:
   Guide to Self-Study and Interpretive Guidelines to the Standards of the Accreditation Commission, 1990.

3. Policy Statements:
   Handbook p. 21 qualitative assessment as called for in federal regulations

4. Accrediting Practices:

   a. Self-Study: Involves effective qualitative analysis of strengths and weaknesses of the institution (letter). Must evaluate not just describe. *Handbook* F(i) and (iv) Program and educational goals - Student ability to think etc. pp. 39-40. L. Evaluation of outcomes=follow up etc. p. 43. *Guide to Self-Study*, self-study outcomes, pg. 74. Also see section on self-study outcomes after each criterion.

   b. Visiting Teams: *Visiting Team Manual* in preparation: Focus on assessment.

   c. Accrediting body actions: Accrediting actions in the light of relation of outcomes to schools mission statement.

   d. Training programs: Training program for new visitors.

5. Other publications, research pieces, speeches:
   In preparation: Overview Statement on Assessment in relation to Rabbinic and Talmudic Education (Fryshman)

The Association of Theological Schools

Respondent: Daniel O. Aleshire, Associate Director

1. Accrediting Standards:
   Bulletin 39 Part 3 Standards
   Standard 1 - Institutional Purpose. p. 24 basis for judging effectiveness.
   Standard 8 - Evaluation.
   Specific goals and outcomes for particular programs - e.g. Master of Divinity pp. 36-39 and Doctor of Ministry pp. 42-44.

2. Guidelines:
   Handbook for Accreditation
   Guidelines for self-study - An Evaluation of Planning and Process pp. 11-12.

3. Policy Statements:
   Application assessment procedures primarily in graduate level programs.
   Expectations of Theological Education - in testimony before DOE National Advisory Committee p. 10.

4. Accrediting Practices:

   a. Self-Study: See 2 above.

   b. Visiting Teams: Guidelines for visiting teams, p. 25 Evaluation.

   c. Accrediting body actions: Policy statement and additional Standards now being drafted by Committee on Standards, Policies, and Procedures.

   d. Training programs: Self-study workshops - Section on review of outcomes and effectiveness.

5. Other publications, research pieces, speeches:

National Association of Trade and Technical Schools

Respondent: Dorothy Fenwick, Executive Director, Accrediting Commission

1. Accrediting Standards:
   Standards of Accreditation
   Standard II Educational Objectives: Evaluation based on success in achieving objectives, pp. 1 & 2.
   Standard III Programs and curricula. C. qualification for employment, p. 2.
   Standard VI Student services. e. placement, p. 5.
   Standard VII Student progress. C. Satisfactory progress. D. Student success, pp. 5 & 6.

2. Guidelines:
   Standards also used as guidelines.

3. Policy Statements:
   See report to Department of Education on Section 602, 17 Focus on educational effectiveness. Provides examples of failure to provide adequate information.

4. Accrediting Practices:

   a. Self-Study: Self-evaluation process. "Overview" in standards book, p. 3.
      See self-evaluation report in professional development workshops program, pp. 48-51, follows standards.

   b. Visiting Teams: Visit information forms and commission representative evaluation forms.

   c. Accrediting body actions: Use of evaluation process involving staff, students, graduates and employers.

   d. Training programs: Professional Development Workshop Program. "Seeking Accreditation: Standards of Excellence" format follows students - see above.

5. Other publications, research pieces, speeches:

Regional Institutional Accrediting Bodies

Middle States Association of Colleges and Schools/ Commission on Higher Education

Respondent: Howard Simmons, Executive Director

1. Accrediting Standards:
   Characteristics of Excellence
   Mission, Goals, and Objectives pp. 9-12.
   Planning and Resource Allocation pp. 12-13.
   Program and Curriculum p. 14.
   Outcomes and Institutional Effectiveness pp 17-19.

2. Guidelines:
   Framework for Outcomes Assessment (Draft)

3. Policy Statements:
   Framework

4. Accrediting Practices:

   a. Self Study: *Framework*; *Handbook of Institutional Self-Study* (Draft) p. 33 Outcome and Educational Effectiveness.

   b. Visiting Teams: See below

   c. Accrediting body actions: Task Force on Outcomes Assessment.

   d. Training programs: Special session on outcomes assessment. Workshop for evaluation of team chairs "Evaluation Outcomes Assessment."

5. Other publications, research pieces, speeches:
   Mayhew and Simmons, Outcomes Assessment in the Middle States Region.

New England Association of Schools and Colleges/ Commission on Vocational, Technical, and Career Institutions

Respondent: Daniel Maloney, Director

1. Accrediting Standards:
   Standard adopted 1987 (per statement to NC).

2. Guidelines:
   Interpretive guideline adopted 1987 (per statement to NC).

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Revised self study outline 1988.

   b. Visiting Teams: Must document evidence that goals are realized.

   c. Accrediting body actions:

   d. Training programs: Session on Assessment at annual meeting (1988).

5. Other publications, research pieces, speeches:
   "Commission on Vocational Career Institutions, New England Association of Schools and Colleges," Daniel Maloney (to NC).

North Central Association of Colleges and Schools/ Commission on Institutions of Higher Education

Respondent: Patricia A. Thrash, Executive Director

1. Accrediting Standards:
   Handbook of Accreditation
   Criteria 1-4. (Especially criterion 3, pp. 16-18) pp. 15-20.

2. Guidelines:
   A Guide to Self Study for Commission Evaluation
   Especially chapter III "The Criteria in the Self-Study Process" pp. 9-10. See criteria 3, pp. 15-18 and criteria 4, pp. 18-19.

3. Policy Statements:
   "Commission Statement on Assessment and Student Academic Achievement" *Handbook* p. 17.

4. Accrediting Practices:

   a. Self-Study: *A Guide to Self Study for Commission Evaluation*, pp. 15-20, Bibliography - pp. 37-42.

   b. Visiting Teams: *Manual for the Evaluation Visit*

   c. Accrediting body actions: *A Handbook of Accreditation*, Chap. IV "The Evaluation Process," pp. 25-30.

   d. Training programs:
      Comprehensive educational program - annual meetings, publications, etc. Regional meeting for institutional representatives and consultant evaluations. Self-study institutes and Professional Development program for consultant-evaluators and Team Chairs.

5. Other publications, research pieces, speeches:
   Briefing - March, July, and November 1990.
   Memo from Commission Chair to members.
   Thrash, "Assessment in the North Central Region" for *NCA Quarterly*, Vol. 65, No. 2, Fall 1990.
   Assessment Workbook scheduled for Spring 1991 publication.

Northwest Association of Colleges and Schools/ Commission on Colleges

Respondent: Joseph A. Malik, Executive Director

1. Accrediting Standards:
   Under special committee study - Possible separate standard on assessment.
   Standard I. Institutional Mission and Objectives p. 31.
   Standard II. Finance p. 32 and 33.
   Standard V. Educational Program p. 47-50. V.B. particularly.
   Standard VII. Instructional Staff p. 57-61.

2. Guidelines:
   Accreditation Handbook, Eligibility requirements pp. 8-11.
   Handbook for Committee Chair, Instructions for members of Evaluation Committees.
   Accreditation Handbook, 1988.

3. Policy Statements:
   Handbook, 1988, Section A. Accrediting in General 2. Code of good practice, c. p. 103.

4. Accrediting Practices:

   a. Self-Study: Self study workshops.
      Staff visits two years prior to full scale evaluation - institutional orientation.

   b. Visiting Teams: *Handbook for Committee Chair*, Instruction to members of Evaluation Committees.

   c. Accrediting body actions:
      Work of Standing Committee on Standards - Focus on outcomes.
      Required focused visitations for six institutions based on inadequate demonstration of effectiveness.

   d. Training programs: Preliminary Visits guide institutions in accreditation process.
      Self Study workshops annually for institutions.
      Accreditation Liaison Officers workshop in conjunction with annual meetings focused on outcomes focus on Evaluators workshops - Training for new evaluators.

5. Other publications, research pieces, speeches:
   Memo to accreditation liaison officers on assessment outcomes and institutional effectiveness.

Southern Association of Colleges and Schools/ Commission on Colleges

Respondent: James Rogers, Executive Director

1. Accrediting Standards:
   Section III, Institutional Effectiveness 3.1, 3.2 pp. 13-15 (see also Section IV Educational Program).
   Section II, Institutional Purpose pp. 12-13.

2. Guidelines:
   Resources Manual on Institutional Effectiveness pp. i-v, 1-36.

3. Policy Statements:
   See *Resource Manual* pp. 1-3.

4. Accrediting Practices:

   a. Self-Study: *Manual for Accreditation* pp. 7-8, 13, 18.

   b. Visiting Teams: *Manual for Visiting Team* pp. 26-28.

   c. Accrediting body actions:

   d. Training programs:
      Training program for visiting team chairmen.
      Developing printed and video materials with University of Georgia to use with visiting team as a whole.
      Rogers letter 20 November 1990.

5. Other publications, research pieces, speeches:
   Assessment in Accreditation. John Folger and John Harris. Includes bibliography of assessment instruments pp. 97-112.

Southern Association of Colleges and Schools/ Commission on Occupational Education Institutions

Respondent: Kenneth W. Tidwell, Executive Director

1. Accrediting Standards:
   Policy & Standards of COEI, 1991 ed.
   Standard IV. Educational Programs pp. 32-34.
   Standard XI. Placement and Follow Up pp. 41-45.

2. Guidelines:
   See *Self Study Manual* and *Handbook for Visiting Team Leaders*.

3. Policy Statements:
   Policy & Standards, 1990.
   X Steps towards initial accreditation pp. 14-16.
   XI Continuation of Candidate Membership Status pp. 17-23.
   XII Reaffirmation and Change of Status pp. 23-26.
   XIII Visiting Teams pp. 28-30.

4. Accrediting Practices:

   a. Self-Study: *Self Study Manual*, p. 44 ff under placement and follow up.

   b. Visiting Teams: *Handbook for Visiting Teams*, pp. 18 and 22.

   c. Accrediting body actions:
      Annual report (1990) emphasis on Performance Assessment (p. 10)
      Annual workshops emphasizing assessment of school performance.

   d. Training programs:
      Workshops for institutions on self-study
      Visiting Team Member workshops

5. Other publications, research pieces, speeches:
   Robb, F.C. "America's Urgent Agenda; The Twenty-First Century Challenge to Vocational Educators." COEI, 1990.
   Coulton, W.E., "Assessment in the Southern Commission on Occupational Education Institutions," *NCA Quarterly*, Fall 1990.
   Vocational - Technical Education Consortium of the States (V-TECS) Products.

Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

Respondent: Judith Watkins, Associate Director

1. Accrediting Standards:
   Handbook on Accreditation and Policy Manual, 1990:
   Standard 1C Institutional Planning pp. 14-15.
   Standard 1D Institutional Effectiveness p. 15.
   Standard 2B Curriculum Planning and Evaluation pp. 15-17.
   Standard 2C4 General Education p. 17.
   Standard 3A 1. & 2. Student Services p. 22.
   Standard 4C2 Faculty/Staff Education p. 28.
   Standard 5 Library and Learning Resources pp. 30-31.

2. Guidelines:
   Guide to Institutional Self-Study and Reports to the Commission, 1990:
   Purposes and Scope p. 1
   Comprehensive Self-Study p. 6-14.
   Regular Report p. 20.
   Special Reports p. 21.

3. Policy Statements:
   Handbook 1990:
   The College Commission Relationship p. 3.
   Purpose of Institutional Accreditation p. 43.
   General education in specialized programs and institutions p. 48.

4. Accrediting Practices:

   a. Self-Study: *Guide to Institutional Self-Study*:
      Participation in self-study pp. 11-12.
      Resources for self-study pp. 12-13.
      Institutional self-evaluation pp. 15-16.
      References pp. 22-24.

   b. Visiting Teams: See 4.d. below.

   c. Accrediting body actions:
      Membership, California Community College Chancellor's Task Force on Accountability.
      Formal presentations before major community college organiazations including trustees, CEOs, instructional and student services deans, academic sentates - typically 10-15 per year.

   d. Training programs:

Team training workshops material.
Team chair training materials.
Training Videotapes: (1) Preparing the Self-Study, (2) Site visits and institutional evaluation.
Individualized college self-study orientation and training - typically 12-15 per year.

5. Other publications, research pieces, speeches:
Final report, *Improving Community College Educational Planning Process*; FIPSE
Accreditation Survey
Criteria and Measures of Institutional Effectiveness
Item Bank: Student and College Outcomes
Learner Outcomes Handbook

Western Association of Schools and Colleges/ Accrediting Commission for Senior Colleges and Universities

Respondent: Ralph Wolff, Associate Executive Director

1. Accrediting Standards:
   Handbook on Accreditation, 1988:
   Standard 2.C. Institutional Effectiveness p. 16.
   Standard 2.A. Clarity of Purposes p. 15.
   Standard 2.B. Institutional Planning p. 15.
   Supporting Documentation for Standard Two p. 17.
   Standard 4. Educational Programs 4A-H pp. 25-38.
   Standard 7. Student Services. 7A-B pp. 67-69.

2. Guidelines:
   Implementing Guidelines on Institutional Effectiveness - see 3 below pp. 6-18.

3. Policy Statements:
   "Achieving Effectiveness Through Assessment: The Approach of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges."

4. Accrediting Practices:

   a. Self-Study: See 3 above: Assessment as a theme in comprehensive self studies.

   b. Visiting Teams: See 4.d. below.

   c. Accrediting body actions: Focuses on assessment as basis for progress reports.

   d. Training programs:
      Workshops for Liaison Officers. See 3 above, p. 5.
      Special pre-, mid-, and post-session workshops at 1991 AAHE assessment forum.

5. Other publications, research pieces, speeches:
   Ralph A. Wolff. "Assessment and Accreditation: A Shotgun Marriage?"

SPECIALIZED ACCREDITING BODIES

National Accreditation Commission for Schools and Colleges of Acupuncture and Oriental Medicine

Respondent: Dolores Llanso, Associate Director/Accreditation Consultant

1. Accrediting Standards: *Handbook of Accreditation*
   Essential Requirement
   7 Evaluation (Evaluation system) p. 12
   7.1 Organized process evaluating effectiveness.
   7.2 Student academic progress.
   7.3 Acquisition of Knowledge, Skills and Attitudes.
   7.4 Professional Career Development.

2. Guidelines:
   See *Handbook* under appropriate essential requirements.

3. Policy Statements:
   Policy Statement: A Guide to Encourage Programs to Evaluate Their Performance and Educational Outcomes and to Suggest Measure for so Doing.

4. Accrediting Practices:
   a. Self-Study: *Handbook*
      Self-study requirement. Evaluation pp. 54-55.
      Supportive document to be included in all study document student practices, competencies to be achieved, information on graduates.
      Supportive documents to be available to site team. Reports of grade distribution , samples of methods to measure outcomes.

   b. Visiting Teams: Check list and review guide for site visitors, reviewers, etc. Essential Requirement 7, checklist, evaluation pp. 17-18. Manual for a site visit pp. 8 & 9.

   c. Accrediting body actions: See 3 and 4.6 above. Annual report form Items 8: Methods used to Measure Outcomes. Item 9: Students taking and passing NCCA exam.

   d. Training programs:
      Outcomes Assessment Workshop (April 1990)
      Site Visitor Briefing and Training Session p. 17 item 8B.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   National Commission for the Certification of Acupuncture - certification process used by 18 states.

*Committee on Allied Health Education and Accreditation

Respondent: Robert B. Parks, Director, Department of Accreditation Services

1. Accrediting Standards:
   Recommended Format for Essentials with Suggestions for Guidelines (to all 20 JRC's)
   Section I
   B. Resources, d. Institutional Development
   C. Students, 2. Evaluation of students
   * E. Program Evaluation, 1. Outcomes 2. Results of ongoing evaluation.
   Section II Requirements for the Profession
   B. Curriculum, 2. Instruction
   C. Documented Evaluation

2. Guidelines:
   Recommended Format for Essentials. See above.

3. Policy Statements:
   Recommended Format for Essentials.
   See Parks letter re: breadth of assessment technique.

4. Accrediting Practices:

   a. Self-Study:

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:
   Reliability and validity in *Allied Health Newsletter* 18.6 (Nov/Dec 1987).

6. Determining competency in the field:

*See page 69 for Committee on Allied Health Education and Accreditation Review Committees.

National Architectural Accrediting Board

Respondent: John M. Maudlin-Jeronimo, Executive Director

1. Accrediting Standards:
   The NAAB Criteria and Procedures (1988)
   71 Criteria: "Achievement-Oriented Performance Criteria" pp. 11-21 under: Context, 3.3.1, Design 3.3.2., Technology 3.3.3, and Practice 3.3.4.
   1991 Draft of Criteria and Procedures: 54 Performance criteria pp. 14-20 under 8 "Fundamental Knowledge Areas."

2. Guidelines:
   See APR below (4.a.) and Guidelines for Team Room (4.G.).

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: "Architectural Program Report" (APR)
      Developed by school outlined in *Criteria and Procedures* section 4.2 pp. 23-26, more particularly 4.2.5 Program Assessment and Development and 4.2.8 Student Progress Evaluation. 1991 Draft: Section 5.2 pp. 42-45. See also Sec. 3.5, Self Assessment, p. 11.

   b. Visiting Teams:
      "Team Room" with examples of student work required of school.
      Visiting Team Report Format.

   c. Accrediting body actions:

   d. Training programs: Visiting Team Member Training/Briefing Sessions (1 hour) - VI Conformance with achievement oriented performance criteria pp. 4-9, VII A. Accreditation and entry into professional practice, and IX Program Assessment and Development.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

National Association of Schools of Art and Design

Respondent: Samuel Hope, Executive Director

1. Accrediting Standards:
   Handbook, 1991-92.
   Standards develop lists of competencies to be attained in each of 21 professional areas plus 4 liberal arts degree programs, art education, graduate programs etc. and require assessment of competency attainment (means of assessment to be determined by program or institution). II Operational Standards, A Statement of Objectives, p. 44. VII General Standards, pp. 54-55. VIII Standard Guidelines, pp. 56-80: XII, pp. 80-82, XIII, pp. 92-93. Graduate programs, pp. 83-92.

2. Guidelines:
   Components of outcomes assessment procedures (*Briefings*, 4.6); *Procedures for Institutional Membership*.

3. Policy Statements:
   Assessment and Arts programs - Direct relevance of competence to assessment, e.g., pp. 24, 32, 33, 59, 60.

4. Accrediting Practices:

   a. Self-Study: *Procedures* Part II - Self-study format
      Assessment of Achievement of Competencies.
      I Operational Standards. II Instructional programs.

   b. Visiting Teams: *Procedures* Visitors Report - Evaluation of Students' work p. 72. Institutional activities, p. 67.

   c. Accrediting body actions: *Handbook*: Formulation of and acting on standards. *Procedures*: Evaluation of student's work.

   d. Training programs: Workshop materials (various documents).

5. Other publications, research pieces, speeches:
   A Philosophy for Accreditation in the Arts Disciplines
   Briefing Paper: Outcomes Assessment and Arts Programs in Higher Education (1990)

6. Determining competency in the field:

American Assembly of Collegiate Schools of Business

Respondent: Karen S. Martinez, Director of Accreditation Projects

1. Accrediting Standards:
   Accreditation Council Policies, Procedures, and Standards
   Major revision of standards under way, primarily focussed on outcomes and program effectiveness. Draft document to be considered for final adoption, Spring 1991. Current standards do not directly address outcomes assessment. However, current statement on "Outcomes Addressed in Accreditation" is derived by inference from current standards - e.g. Standard I. Mission and Objectives p. 24.

2. Guidelines:
   See "Outcomes Addressed In Accreditation."

3. Policy Statements:
   "Outcomes Addressed In Accreditation."
   Task Force on Review of Standards - Draft document.

4. Accrediting Practices:

   a. Self-Study: Self-study report forms for Business Administration and for accounting - See sections on mission and objectives.

   b. Visiting Teams: *Manual for the AACSB Visiting Process*. See particularly Appendix c: Illustrative questions which facilitate the qualitative assessment of the institution.

   c. Accrediting body actions: Special Task Force to explore non-test measures of academic and school quality (See 5 below) but not to be linked to accreditation.
   Final Report of AACSB Accreditation Project, 1991.

   d. Training programs: Visitation seminars at annual meeting for new visitors. Preliminary Analysis checklist.

5. Other publications, research pieces, speeches:
   Report of AACSB Task Force on Outcome Measures, June 1989.
   Note earlier outcomes measurement project - developing of testing mechanisms. *Accreditation Research Project Phase I* (1980), *Outcomes Measurement Project Phase II* (1984), *Outcomes Measurement Project Phase III* (1987).

6. Determining competency in the field:

Council on Chiropractic Education

Respondent: Ralph Miller, Executive Vice President

1. Accrediting Standards:
   Standards for Chiropractic Institutions
   Standards: Introduction model of institutional effectiveness, p. 3.
   Standard: D. Program Objectives 1.a (1) curriculum design, 1.a (1) (e) competencies
   Standard: F. Institutional outcomes. 1. Instruction 2. Research 3. Services.
   Standard: G. Planning - self evaluation. Also see *Clinical Competency Document* (Section H in *Standards*, p. 50 ff.)

2. Guidelines:
   Manual of Operations. See guidelines in manual as related to each of the above standards. 4. p. 22 ff, p. 58 ff, p. 69 ff.

3. Policy Statements:
   Model of institutional effectiveness, pp. vi-viii.
   Institutional effectiveness for CCE, p. xi.
   Mission of CCE, p. 1.

4. Accrediting Practices:

   a. Self-Study: *Manual of Operations* - Developed in relation to each standard and what is necessary to achieve it - e.g., Mission and goals, pp. 10-11; Program objectives, pp. 22-26; Institutional outcomes, pp. 58-64.

   b. Visiting Teams: *Procedures Manual: Site Visit Team* (1991): See procedures 8811 and Appendix E.

   c. Accrediting body actions: *Procedures Manual: Commission*. Procedures 6651 and 6653.

   d. Training programs: Training workshops for site visitors (required attendance) Keynote address at Denver August 25, 1990: "Outcomes Assessment and the Revised Accreditation Process."

5. Other publications, research pieces, speeches:
   Procedures Manual: Commission (Draft)

6. Determining competency in the field:
   National and State Board examinations required to become a licensed chiropractor.

Computer Sciences Accrediting Board

Respondent: Patrick M. LaMalva, Executive Director

1. Accrediting Standards:
   Criteria in *Manual of Procedure for Team Chair Persons*.
   F. Students - insure students have requisite qualifications as computer service professionals.
   (Criteria see p. 11 Appendix A)

2. Guidelines:
   "Provisions for Accreditation Policy and Operations" p. 3 calls for sufficient outcomes assessment to assure program's purpose is being met.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Vol. I *Questionnaire for Review* p. 20 VII B.
      Record of graduates - opinions of graduate about programs and how these are taken into account.

   b. Visiting Teams: Visit Report Form p. 13 Mechanisms for determining performance of graduates.
      Student interview form.

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

American Council for Construction Education

Respondent: Daniel E. Dupree, Executive Vice President

1. Accrediting Standards:
   Standards and Criteria for Baccalaureate (Form 103) and Associate (Form 103A) Programs.
   Sec. VIII Program Planning and Outcome Assessment

2. Guidelines:
   Committee (see below 4.c) developing program assessment guidelines.

3. Policy Statements:

4. Accrediting Practices:

   a. Self Study

   b. Visiting Teams:

   c. Accrediting body actions: Outcomes Assessment Committee.

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

Council for Accreditation of Counseling and Related Educational Programs

Respondent: Carol L. Bobby, Executive Director

1. Accrediting Standards:
   Manual Standards,
   Sec. VI Evaluations in the Program. A-F.
   Sec. III Clinical Instruction Assessment of Performance in the Field.
   H. 3, 4, 6, 8; I.2, 3, 5, 7; L Evaluation of Clinical Instructors by Students.

2. Guidelines:
   Guideline for Standards III and VI, *Manual* pp. 51, 52, & 56.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: *Manual* p. 14. Purposes of self-study.

   b. Visiting Teams: Visiting team reports on Standards III and VI.
      Evaluation of visiting team members - special forms.

   c. Accrediting body actions: Limitation on accreditation of new or revised programs (2 years) if not enough graduates to provide effectiveness data.

   d. Training programs: Site visitors training to covering criteria.

5. Other publications, research pieces, speeches:
   Two studies under way: (1) Degree to which specific standards hinder ability of programs to achieve accreditation; (2) Assessment of perceived relevance of standards.
   Reference list of articles related to CACREP accreditation.

6. Determining competency in the field:
   35 states - Professional Counselor Licensure and/or Certification laws.
   National Board of Certified Counselors.
   National Academy of Certified Clinical Health Counselors.

American Dental Association

Respondent: Cynthia A. Davenport, Manager, Program Development

1. Accrediting Standards:
   Accreditation Standards for Dental Education Programs (DE); also *Standards for Advanced Ed Programs* (A); *Accreditation Standards for Dental Hygiene* (H)
   DE Standard 8 Outcomes p. 25
   A Standard 6.4 Outcomes p. 14
   DH Standard 11 Outcomes p. 22
   See also DE 5.1.1 Goals and 5.1.4 Evaluation Procedures DH 5.1 Goals
   The outcomes standard with applicable wording is included in the eleven additional areas accredited by the ADA. These include:Dental Public Health Std. 12, p. 17; Endodontics Std 12, p. 22; Oral Pathology Std. 12, p. 18; Oral and Maxillo facial surgery Std. 12, p. 20; Orthodontics Std. 12, p. 18; Pediatric Dentistry Std. 12, p. 22; Periodontics Std 12, p. 19; Prosthodontics Std. 12, p. 25; General Practice Residency Std. 12, p. 18; Dental Laboratory Technology Std. 12 (insert); Dental Assisting Programs Std. 12 (insert).

2. Guidelines:
   "Assessing Educational Outcomes" Guidelines with bibliography.

3. Policy Statements:
   cf. "Assessing Educational Outcomes"

4. Accrediting Practices:
   a. Self-Study: Self-study documents organized to follow standards - e.g. DH Self-study Guide pp. 47-48. 3 types of questions in all dental programs: 1) Discipline, 2) Appraisal and Analysis, 3) Supportive Documentation.
      DE Self-study Guide, p. 45a.

   b. Visiting Teams: see below d.

   c. Accrediting body actions: Outcome recommendations in the light of site-visit reports.

   d. Training programs: Training workshop for site visitor teams; Orientation sessions for programs.

5. Other publications, research pieces, speeches:
   Continuing information in editions of *Communication Update*.

6. Determining competency in the field: Dentists and Dental Hygienists licensed by Board of Dentistry All State Boards require graduation from an accredited dental or dental hygiene program. All certification boards in the eight recognized dental specialties require graduation from an accredited specialty education program in order to be eligible for certification examinations. Graduation from an accredited education program is one eligibility pathway for dental assistants and dental laboratory technicians.

American Dietetic Association

Respondent: Barbara J. Boheng, Assistant Executive Director, Division of Education and Research

1. Accrediting Standards:
   Manual
   Standard Five pp. 28-30. Achievement of intended outcomes: Crit. 5.6, 5.7, 5.8 in particular.
   P. 17 Competency and Professionalism in Statement of Philosophy.
   Standard One. Philosophy, goals and intended outcomes p. 21.

2. Guidelines:
   Manual
   Standard Five Guidelines. pp. 28-30. c.f. particularly criteria 5.7 competence and 5.8 continuing program evaluation - 5.6 use of registration examination scores.

3. Policy Statements:
   "Program Evaluation in Dietetic Education" - report (D.D. Canter)
   History, methods, checklists, instruments, etc.
   Types of evaluation and assessment.

4. Accrediting Practices:

   a. Self-Study: *Manual* Self-study report forms; Form 8a Knowledge Requirements p. 83; Form 8b Professional Requirements p. 84.

   b. Visiting Teams: *Manual* "Site Visit for Accreditation" p. 121 Assessment role site visitors.

   c. Accrediting body actions:

   d. Training programs: Annual workshop for reviewers and site visitors.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Commission on Dietetic Registration (CDR): Certification through registration examination for dietitians, and dietetic technicians. Continuing education for maintenance of registration.

Society of American Foresters

Respondent: P. Gregory Smith, Associate Director, Educational and Professional Standards

1. Accrediting Standards:
   Current Standards under revision to be completed in 1991-92.

2. Guidelines:
   Primary emphasis on outcomes and assessment in Visiting Team Manual, pp. 3-5. Educational Outcomes Assessment.

3. Policy Statements:
   See Visiting Team Manual
   Interpretation of Standard I. Program Goals, Objectives 8 Policies - p. 11.
   Interpretation of Standard II. Curriculum, p. 12 including review of outcomes assessment methods.

4. Accrediting Practices:

   a. Self-Study: Inferences from Visiting Team Manual.

   b. Visiting Teams: Emphasis on outcomes in Visiting Team Manual (pp. 3-5, 11, 12).

   c. Accrediting body actions: Revision of Standards in process.

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   13 states register or license foresters. SAE investigating establishing a national forester certification program.

American Board of Funeral Service Education

Respondent: Gordon Bigelow, Executive Director

1. Accrediting Standards:
   ABFSE Accreditation Manual
   Standard III Program Planning and Evaluation p. 39 (new)

2. Guidelines:
   Guidelines for Standard II p. 67. Description, analysis, projection.

3. Policy Statements: See above

4. Accrediting Practices:

   a. Self-Study: "Guides for the Self-Study Process and Report" pp. 59-69. See #2 for specifics.

   b. Visiting Teams: See d. below

   c. Accrediting body actions:

   d. Training programs: Evaluator Training Sessions (one in 1989).

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

Accrediting Commission on Education for Health Services Administration

Respondent: Sherril B. Gelmon, Executive Director

1. Accrediting Standards:
   Criteria for Accreditation. Criteria I. Program, Mission, Goals, Objectives, and Evaluation p. 3; Criteria V. The Student and the Graduate. pp. 9-10, particularly VG; Criteria VI Resources and Academic Relationships. D. Evidence of student benefit from relations, p. 11.

2. Guidelines:
   See 4a below. Also *Accreditation Policies and Procedures Handbook* include guidelines for programs about self-evaluation and outcomes measurement; *Fellows Manual* pp. 9-10 outcomes related to site visits.

3. Policy Statements:
   "Roles and Responsibilities of Commissioners" (Draft statement)

4. Accrediting Practices:

   a. Self-Study: Self-study Guide for Graduate Program - see "Outcomes Assessment" under criteria VG p. 37. See also p. 4 IB.

   b. Visiting Teams: Assessment of site visit team effectiveness. *Policies and Procedures Handbook*.

   c. Accrediting body actions: Continuing assessment of accrediting body effectiveness.

   d. Training programs: Two annual Training Sessions - one for Fellows and one for site visitors.

5. Other publications, research pieces, speeches:

6. Determining competency in the field: The following organizations involved:
   American College of Health Care Executives
   American College of Medical Group Administrators
   American college of Health Care Administrators
   Canadian College of Health Service Executives
   American Public Health Association
   Association of University Programs in Health Administration
   Association of Mental Health Administration

American Home Economics Association

Respondent: Karl G. Weddle, Director of Accreditation

1. Accrediting Standards:
   Accreditation Documents
   Standard 4. Professional programs. 4.1. Curricular goals - educational outcomes, learning experiences, student competencies essential to practice, the professional fields (each program defines outcomes and means for assessing and attaining them). 4.4 Program evaluation and assessment of outcomes - Multiple internal and external data for assessment. Standard 1. Mission and Goals

2. Guidelines:
   Provided with standards under "support data."

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: See support data under standards - particularly Standard 8.
      No outcomes mention in self-study guide, but faculty expected to describe specific procedures of gathering data related to student outcomes.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs: Outcomes approaches included in "Training Events."

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

Foundation for Interior Design Education and Research

Respondent: Katherine Srb, Director of Accreditation

1. Accrediting Standards:
   Accreditation Manual Standards and Guidelines for First Professional Degree
   Purpose of FIDER Accreditation 1.3.2 and 1.3.3 achieving educational goals. 1.3.5 Improvement p. 2.
   Standards-Preamble, p.1 Performance based standards, Definition of Interior Designer, p. 2.
   Standard 1.1 Goals and objectives
   Standard 2 Educational Programs: List of competencies.
   (FIDER also accredits pre-professional assistant level and post-professional master's degrees.)

2. Guidelines:
   Standards and Guidelines for First Professional Degree. Standard 2. Educational Program. Information 2.9. Evaluation.

3. Policy Statements:
   Statement on common body of knowledge - skills and knowledge of interior designer.

4. Accrediting Practices:

   a. Self-Study: Self-study guidelines provided as seperate publications at each level of accreditation. Self-study includes asking the program to submit its own estimation of student achievement.

   b. Visiting Teams: Spend one full day of 2 1/2 day visit reviewing student work to determine achievement levels. Review of student work covered in training sessions. Alumni of program interviewed.

   c. Accrediting body actions: Standing Committees: Research Committee and Standards Committee both involved in shift of standards to student achievement emphasis.

   d. Training programs: July 1989 training session for all members of Board of Visitors and Accreditation Committee on new standards including sessions on evaluation of student work. Smaller training session with same content now given to new members.

5. Other publications, research pieces, speeches:
   Veitch, "History and Philosophy of FIDER Standards and Guidelines" 1989.

6. Determining competency in the field:
   Qualifying examinations given by: (1) National Council for Interior Design; (2) The Governing Board for Contract Interior Design Qualification (NCIDQ) (both independent of FIDER)

Accrediting Council on Education in Journalism and Mass Communications

Respondent: Susanne Shaw, Executive Director

1. Accrediting Standards:
   Accredited Journalism and Mass Communication Education, 1990-91
   Standard 3 Curriculum. Demonstration of learning and skills pp. 7-8.
   Standard 5 Instruction/Evaluation pp. 9-10.
   Standard 7 Internship and Work Experience p. 10.
   Standard 11 Graduates/Alumni.

2. Guidelines:
   See below 4.a.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: *Preparing for Journalism and Mass Communications Accreditation.*
      D. Guidelines for conducting the self-study.
         1. Principles. p. 5.
         3. Organizing the self-study (e) general objectives p. 7.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs: Accreditation workshops

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

42

American Society of Landscape Architects

Respondent: Ronald C. Leighton, Accreditation Manager

1. Accrediting Standards:
   Accreditation Standards
   Objective of the accreditation process: Quality Education p. 2.
   Standard 3 Professional Curriculum: Course Evaluation, p. 9.
   Standard 6 Faculty Evaluation, p. 12.
   Standard 7 Students. Demonstration of student preparedness p. 14.
   Standard 8 Alumni. Evidence of professional competence.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: "Self Evaluation Report" - follows order of standards
      c.f. pp. 19-20. Students and pp. 21-22 Alumni (8.5 in particular).

   b. Visiting Teams: *Accreditation Procedures*. Review of student work during visit p. 6.
      Visiting team guidelines - p. 9, guidelines for student representatives.

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

American Bar Association

Respondent: James P. White, Consultant on Legal Education to the American Bar Association

1. Accrediting Standards:
   Standards
   Standard 201 Provide re-evaluation, self study, and articulation of objectives.
   Standard 301 Program designed to prepare for admission to bar.
   Standard 304 Testing of scholastic achievement.
   Standard 312 Development of professional skills.

2. Guidelines:
   Interpretations
   201 - Achievement of stated objectives.

3. Policy Statements:
   Report of Conference on Validity and Reliability 24-25 February 1989, p. 8 Objectives B1 & B2; p. 9 C2 students C.24, C.26.
   Memo on Format at Site Evaluation Report - Sec. XII. "Evaluation of Outputs" pp. 13-15 September 1990.
   Memo on Review at Professional Skills Program, September 1990 pp. 1-14.
   Memo on Evaluation Professional Skills Field Placement Program September 1990.

4. Accrediting Practices:

   a. Self-Study: Memo to Site Visiting Teams September 1990. Self-study to include review of "outputs" in relation to educational goals p. 2-3.
      Refers to Department of Education criteria and standards 301 (c) and 214.

   b. Visiting Teams: Memo on Instructions to Site Visiting Teams September 1990.
      Review educational "outputs" in relation to stated educational goals p.3.
      See also memo on suggested format at site evaluation report pp. 3-5, September 1990.

   c. Accrediting body actions: Memo on format of site evaluation report. See XII - See above.

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Bar examination

Association of American Law Schools

Respondent: Betsy Levin, Executive Director

1. Accrediting Standards:
   Association Handbook - under by-laws.
   Section 6-9 Curriculum, p. 25. Comprehensive Curriculum - student participation.
   Executive Committee Regulation 2 & 10. Examinations.
   Section 6-5a Faculty competence.

2. Guidelines:

3. Policy Statements:
   Utilization of bar exam results and employment records.

4. Accrediting Practices:

   a. Self-Study: Outcomes assessment require as part of self-study - membership application Questionnaire and Site Evaluation Questionnaire (See ABA)

   b. Visiting Teams: Joint visit with ABA. Special instructions for AALS member- See "Additional Information" sec. 2, p. 4.

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Bar examination.

American Library Association

Respondent: June Lester, Accreditation Officer

1. Accrediting Standards:
   Standards for Accreditation (draft) and *Standards for Accreditation* (1972)
   Standard I Goals and Objectives
   Standard II Curriculum
   Standard III Faculty
   Standard IV Students
   Standard V Governing, Administration and Financial Support.
   Standard VI Physical Resources
   Note: Revised standards considerably more outcomes oriented.

2. Guidelines:
   Standard I Goals and Objectives
   Standard II Curriculum
   Standard III Faculty

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: *Self-Study Guide*
      Focusses on evidence of program effectiveness, e.g., pp. 10, 25, 39.

   b. Visiting Teams:
      Evidence to be considered specified with each standard.

   c. Accrediting body actions:
      Decisions related to evidence of achievement of objectives and educational results.

   d. Training programs:
      Orientation for new members of accreditation committee.
      Training program for site visitors (emphasis on whether objectives of program are being achieved).

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   No general competency examination Certification for some specialties.

Accrediting Bureau of Health Education Schools

Respondent: Jeanne Glankler, Administrator

1. Accrediting Standards:
   Manuals for: (AH) Allied Health Education Schools; (MA) Medical Assistant Education Programs; (MT) Medical Laboratory Technician Education Programs
   Eligibility Requirements:
   Crit. 5. Two years for assessment record (AH), (MA), (MT).
   Crit. 10. Evaluation of graduates in work situations (AH), (MH), (MT).
   Crit. 13. Longitudinal record of certification examination passage (MA), (MT).
   Standards:
   3a Examinations adequately assess achievement of objectives (AH), (MA), (MT).
   3f Student evaluation of courses (NH), (MA), (MT).
   3g Guidelines for internship (AH).
   3h Progress of graduates (AH).
   4d Employment Assistance (AH), (MA), (MT).
   5b Student success and satisfaction (AH), (MA), (MT).
   12 Assessment of Educational Outcomes (AH), (MA), (MT).

2. Guidelines:
   See above.

3. Policy Statements:
   Embodies in Manuals, etc.

4. Accrediting Practices:

   a. Self-Study: *Institutional Self-Evaluation Analysis Report*
      II-3 Program assessment and development.
      IV-1 a. Relation to Medical Community.
      V-1 j. Examination and Institutional objectives.
      V-h Faculty and student reactions as a basis for changes in courses.
      VI Student evaluations.
      XI 3d., e., f. Graduation rates, placement and failures or dropouts j, J, K, l, m. Progress reports.
      XII Student Satisfaction.
      XX Research and self-improvement.
      XXI Student Assessment of learning experience.

   b. Visiting Teams: Visitation Committee Report follows, criteria, standards, and self-evaluation analysis report.

   c. Accrediting body actions: Review of annual reports on enrollment, graduation, retention, and placement rates.

d. Training programs: Annual workshops for programs and institutional representatives - guidance on outcomes assessment.
Training seminars for site-visitors

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
Variety of state and national certification and licensing examinations in Med. Tech., Med. Lab. Tech., Med. Assist., Dental Assist., and Nursing Assist's.

Liaison Committee on Medical Education

Respondent: Dr. Donald G. Kassebaum

1. Accrediting Standards:
   Functions and Structure of a Medical School (and proposed revisions)
   Educational Program: Evaluation of Student Achievement p. 14. See addition to Design and Management p. 13 Paragraph 2 and additional paragraph on student evaluation.
   Proposed changes: To foster more effective use of outcomes measures in assessing program effectiveness.

2. Guidelines:
   See role of students below.

3. Policy Statements:
   The role of students in the accreditation process, pp. 4-6.

4. Accrediting Practices:

   a. Self-Study: *Guidelines to Institutional Self-Study*
      p. 1 General steps - questions 3 & 4.
      Components of the self-study report p. 7 Objectives. p. 9 Educational program. p. 10 Medical students.
      Data Base - questions related to standards - Objectives, question 5.
      IV Education programs - clinical proficiency. Evaluation (IV 26).

   b. Visiting Teams: *Guide For Writing a Survey Report*.
      Directions for schools and visitors.

   c. Accrediting body actions: *Rules of Procedure* and accompanying Guidelines.

   d. Training programs: Dual workshops for survey team and schools (3 times a year).

5. Other publications, research pieces, speeches:
   Kassebaum, "The Measure of Outcomes in Assessment of Educational Program Effectiveness," *Academic Medicine*, 1990.

6. Determining competency in the field:
   National Board of Medical Examiners, Federation of State Boards of Medical Licensure.

National Association of Schools of Music

Respondent: Samuel Hope, Executive Director

1. Accrediting Standards:
   Handbook 1989-90
   Standard II Operational Standards: Statement of Objectives p.45.
   Competencies for Liberal Arts and Professional Music degrees pp. 54, 56.
   Competencies in specific music fields (baccalaureate) pp. 57-69.
   Graduate programs, pp. 69-81.

2. Guidelines:
   Components of outcomes assessment procedures (*Briefings* 4-6).
   Procedures for Institutional Membership

3. Policy Statements:
   Assessment and Art Programs - assessment related to development of student competence.

4. Accrediting Practices:

   a. Self-Study: *Procedures*
      Self-study document Part II
         I Operational Standards: Objectives p. 15.
         II Instructional Programs - Determining competencies and results e.g. pp. 24, 31, 32.

   b. Visiting Teams: *Procedures*
      Visit and Visitors Report p. 51 Instructional Activities.
      Evaluation of Student Workshops.

   c. Accrediting body actions: Formulation of and voting on standards. Procedures: Evaluation of students work.

   d. Training programs: Workshop materials (various documents).

5. Other publications, research pieces, speeches:
   A Philosophy for Accreditation in the Arts Disciplines
   Briefing Paper: Outcomes Assessment and Arts Programs in Higher Education, 1990.

6. Determining competency in the field:

Council on Accreditation of Nurse Anesthesia Educational Programs

Respondent: Betty J. Horton, Director of Accreditation

1. Accrediting Standards:
   Analysis from Horton
   Standard II Curriculum and Instruction: Must reflect achievement of educational objectives.
   Standard IV Administrative support: Adequate to support effective operation.
   Standard V Evaluation: Continuous self-evaluation to assure achievement of educational objectives.
   Graduate evaluations at 1 and 2 year.
   Employee evaluations at 1 and 2 years.
   Ongoing faculty evaluation.

2. Guidelines:
   Guidelines call for minimum competencies tri-annual evaluation, testing: Oral, written, demonstrative. Counseling, student self assessment.

3. Policy Statements:

4. Accrediting Practices:
   a. Self-Study:

Sec. B, Part 2, #3, p. 9	Use of outcomes criteria measures.
Sec. D, Part 1, #1.3, p. 14	Policies and procedures supportive of outcomes.
Sec. D, Part 2, #2.3, p. 15	Relation of course content to achieving objectives.
Sec. D, Part 2, #2.5, p. 15	Achievement in clinical competencies. Sec. D. Part 2. #3.1, p. 17 Program demonstrate that faculty is capable of presenting a curriculum that insures effective learning.
Sec. D, Part 2, #5.4, p. 17	Internalization of evaluative results to enhance student outcomes.

   b. Visiting Teams: Must verify that program complies with standards and guidelines relating to outcomes use of variety of indicators of student achievement.

   c. Accrediting body actions: Use of outcomes in accreditation decisions.

   d. Training programs:
      (a) For institution or program representatives
         - telephone counseling by staff; periodic workshops; list of consultants
      (b) site visitors - training workshops (bi-annual)

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   National certification examination. Mandatory continuing education examination.

National League for Nursing

Respondent: Joyce P. Murray, Director of Accreditation

1. Accrediting Standards:
   All four Councils in process of revising standards to include emphasis on outcomes. Will be available June 1991.
   Extensive background material from the Helene Fuld Health Trust Project on Accreditation Outcomes - see 5 below.

2. Guidelines:
   See above

3. Policy Statements:
   NLN Board has mandated educational outcome criteria by June 1991.

4. Accrediting Practices:

   a. Self-Study: See *NLN Self-Study Manual*, 1990 (draft).

   b. Visiting Teams: See below.

   c. Accrediting body actions: Draft criteria (associate degree and practical nursing) under consideration by councils. Questionnaires related to draft criteria: Diploma Programs and Baccalaureate programs outcomes structures.

   d. Training programs:
      Two day workshops for site visitors
      One day accreditation workshops for program representatives.

5. Other publications, research pieces, speeches:
   Publications of Accreditation Outcomes Project funded by the Helene Fuld Health Trust:
   Waltz, *Educational Outcomes: Assessment Quality - A Prototype for Student Outcome Measurement in Nursing Programs*, 1988.
   Hart and Waltz (ebc), *Educational Outcomes - State of the Art and Future Directions*, 1988.
   Hart (ed), *Educational Outcomes: Assessment of Quality - An Annotated Bibliography*, 1987.
   Hart (ed), *Educational Outcomes: Assessment of Quality - A Directory of Student Outcome Measurements Utilized by Nursing Programs in the United States*, 1987.

6. Determining competency in the field:
   All beginning practitioners required to pass exam - N-CLEX-RN for diploma, associate degree, and baccalaureate nurses; N-CLEX-PN for licensed practical nurses.

American Optometric Association

Respondent: Joyce L. Urbeck, Manager

1. Accrediting Standards:
   Standards in process of revision:
   Second draft out for comment is August 1990.
   Draft Standard 10 Outcomes p. 29 (include reference to nationally administered examinations)
   10 1 Outcomes evaluation
   10 1.1 Use of outcomes analysis in program revision
   Standard I Mission and Objectives p. 4 ff.
   Standard II Administration - conducts outcomes assessment p. 6 ff.
   Standard VI Curriculum - plan for assessment p. 18 ff.

2. Guidelines:
   Accreditation Manual c.f. p. 24. Selection of students and competency of graduates. pp. 29-30 central role of evaluation of institution and students - results.

3. Policy Statements:
   Policy statement of July 1, 1988 - see Urbeck letter - submission of five year record of National Board Examination Scores.
   Project to stimulate schools effectively to use outcomes including results of National Board Scores (see letter to Dr. Penna).

4. Accrediting Practices:
   a. Self-Study:

   b. Visiting Teams: See d. below.

   c. Accrediting body actions: Council meeting on outcomes assessment with representatives of University of Houston in January 1988 - questionnaire for assessment.

   d. Training programs: Chairs of visiting teams (council members) provide training sessions on outcomes.

5. Other publications, research pieces, speeches:
   Articles from *Journal on Optometric Education*: Heiberger, "The Alumni Survey: A Tool of Curriculum Evaluation," 1986; Chauncey, The accelerated O.D. Program: Graduates of the First Ten Years," 1988; Heiberger and Mazlin "Vision Training Residency: An Outcome Study," 1989.

6. Determining competency in the field:
   Licensed by state agencies; National Board Examination - Medical Board of Examiners in Optometry National Paraoptometric Registry Examination; American Academy of Optometry F.A.A.O. diplomat status.

American Osteopathic Association

Respondent: Douglas Ward, Director, Department of Education

1. Accrediting Standards:
   Accreditation of Colleges of Osteopathic Medicine
   Standard IV.C. Each college shall develop and publicize a system to assess progress of each student in acquiring competencies.
   Sec. 1. Procedure for evaluation
   Sec. 2. Institutional record
   Sec. 3. Assurance student has met all requirements for degree.
   Standard V.A. Curriculum - developed to meet specified objectives. Documented assurance that educational objectives are being met.

2. Guidelines:
   Guidelines describing changes in standards (1990) provided for use of site visitors.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Reports shall include long-term planning and design and implementation of outcomes assessment programs and program effectiveness.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:
      1. For institutions or program representatives.
      2. For site visitors.
      Accreditation training workshops to be inaugurated in 1991.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Entrance examinations satisfying requirements in each state.

American Council on Pharmaceutical Education

Respondent: Daniel A. Nona, Executive Director

1. Accrediting Standards:
   Accreditation Manual
   Standard 8. Essentials for Faculty and Staff - Effectiveness pp. 39-40.
   Standard 10. Self-evaluation of faculty p. 41.
   Standard 17. The professional curricula p. 47 - achievement of equivalent outcomes of various schools.
   Standard 21. Evaluation. Ongoing evaluation of outcomes consistent with goals and objectives.

2. Guidelines:
   Guideline 8.4 Faculty effectiveness related to program effectiveness (8.44, 8.46, 8.48).
   Guideline 17.2 Equivalent outcomes.
   Guideline 21.2 Development of assessment mechanisms - document knowledge, skills and attitudes necessary to professional performance, p. 52.

3. Policy Statements:
   No. 9. Types of accreditation. 6.1 Accreditation - concerns with educational outcomes p. 24.

4. Accrediting Practices:

   a. Self-Study: Self-study guide - Introduction - self-study to include information on student achievement and educational outcomes p. 59. No. 11 Evaluation via outcomes p. 77. Intended vs. unintended outcomes. Types of outcomes. Educational relevance of outcomes.

   b. Visiting Teams: V. Experimentation and Evaluation.
      Comment 16 visiting team report - key issue: Educational effectiveness.

   c. Accrediting body actions: Reinforcement of "systematic and on going process of evaluations."

   d. Training programs:

5. Other publications, research pieces, speeches:
   Nona. "Accredition: Purposes, Process and Outcomes." *American Journal of Pharmaceutical Education*, 1983.
   Nona, Kenny, and Johnson. "The Effectiveness of Continuing Education as Reflected in the Literature of the Health Professions." *American Journal of Pharmaceutical Education*, 1988.

6. Determining competency in the field:
   NABPLEX standardized examination - includes competencies etc. National in scope.

Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association

Respondent: Virginia Nieland, Director, Department of Accreditation

1. Accrediting Standards:
   Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. Sec 4. Performance of Program Graduates pp. 10-15. *Standards and Criteria*, pp. 9 and 12 and 13. Competencies for Physical Therapist Assistants.

2. Guidelines:
   See above. *Evaluative Criteria* (1990) and *Standards and Criteria* (1978) contain Guidelines as well as Standards.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: *Self-Study Report*. pg. 18, 33-34, Methods for determining outcomes or results.
      Self-Study Report Forms - Form F, Item #53 for Physical Therapy Assistant.
      Self-Study Report Format. p. 14. Performance of Graduates.

   b. Visiting Teams: *Report of On-site Evaluation Team* (PT) pp.vii and 16-24.
      Report of on-site Evaluation Team (PTA) pp. iv and v, 11-13.

   c. Accrediting body actions: Biennial Report required of all programs - p. 11.

   d. Training programs: Outcomes orientation in training sessions for site-visitors and program faculties.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   State licensure for practice-graduation from an accredited program condition for taking licensure examination - all states for physical therapists; physical therapy assistants in about half of states.

Planning Accreditation Board

Respondent: Thomas D. Galloway, Chair and Dean, College of Design, Iowa State University

1. Accrediting Standards:
   The Accreditation Document (1990)
   Accreditation Criteria:
   1. Goals and Objectives (7) Assessment Participation, pp. 10-11.
   4. Curriculum: Expected Knowledge and Skills b. (3). (a) and (b) pp. 15-18.

2. Guidelines:
   See above - Guidelines included in criteria section under each criterion.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study:

   b. Visiting Teams:
      Team responsibilities in site visit - Procedures: 3.d. p. 43.

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

American Podiatric Medicine Association

Respondent: Jay Levrio, Director, Council on Podiatric Education

1. Accrediting Standards:
   Standards Requirement, etc. 1988
   Standard I pp. 16-19. Objectives, evaluation, effectiveness. Entry level expectations. c.f. particularly pp. 17-18 or evaluation process.
   Standard II pp. 20, 21-24 Educational program correlation of objectives and curricular planning.
   Standard VI p. 32 Students, A. Correlation of students attributes and success in field.
   Standard VIII p. 40 G. Planning and assessment.

2. Guidelines:
   Question guide under Standard I p. 19. See above.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study:

   b. Visiting Teams:

   c. Accrediting body actions: Evaluating process of adapting to new standards.

   d. Training programs:

5. Other publications, research pieces, speeches:
   Terminal Objectives and Competency Task Index for Podiatric Medicine, American Association of Colleges and Podiatric Medicine, 1984.

6. Determining competency in the field:
   Standard national test for all podiatric medical students. National Board of Podiatric Medical Examinations.
   Specialty certification by Specialty Board.
   State Licensing laws and examinations - student must be graduate of accredited school.

American Psychological Association

Respondent: Paul D. Nelson, Director, Office of Accreditation

1. Accrediting Standards:
   Accreditation Handbook, Appendix 8.
   Criteria.
   Major process of revision of procedures, criteria, and self-study - Major emphasis on assessment, effectiveness and outcomes. - New "draft" standards.
   Current Criteria i.
   II Cultural and individual differences - competency in pluralistic society.
   III Training models and curricula - Identification with the profession, student competencies and understandings, practise, skills and knoweldge.
   IV Faculty. Faculty Outcomes - Professional development.
   V Students. Assessment of continuous progress toward educational goals.
   VII Practicum and Internship Training

2. Guidelines:
   See 4.a below

3. Policy Statements:
   Accreditation Procedures, Sec. 5.f. of "Accrediting Procedures" p. 3, overall judgement of effectiveness.

4. Accrediting Practices:

   a. Self-Study: Self-study report guidelines for doctoral programs.
      (1) for new programs - demonstrate compliance by section with criteria.
      (2) for already accredited programs - emphasis on quality enhancement.

   b. Visiting Teams: see 4.d below

   c. Accrediting body actions: Task forces on Scope and Criteria for Accreditation - Draft report June 7, 1989 - New standards (Introduction) based on needs assessment, goal setting, and articulation of program planning and evaluation and the utilization of such processes and outcomes for program improvement p. 6.

   d. Training programs: Site visitor training program focused on "Standards for the Assessment of Program Quality."

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Reviews of Practicum and Intership Training, Licensure.

National Association of Schools of Public Affairs and Administration

Respondent: Alma Beals, Secretariat, Commission on Peer Review and Accreditation

1. Accrediting Standards:
   Standards - very little in current
   standards - list of competencies under 3. Curriculum (3.2.2). Proposed new standard by committee: Standard 9.0 Assessment of Outcomes.

2. Guidelines:

3. Policy Statements:
   Committee on Outcomes Assessment policy recommendation on 1. Require outcomes assessment as part of accreditation process. 2. Emphasize utility of outcomes. 3. Implement a decentralized model of outcomes assessment.

4. Accrediting Practices:

   a. Self-Study: Proposed new self-study requirement.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:Proposed workshops on outcomes assessment.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

Council on Education for Public Health

Respondent: Patricia P. Evans, Executive Director

1. Accrediting Standards:
   Accreditation Criteria
   Introduction p.1 Definition of "excellence."
   Criteria IIIA Instructional programs p. 5 Learning Objectives.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study:

   b. Visiting Teams: Validation of program specific learning.

   c. Accrediting body actions: Require school to specify by program expected competencies and relate to means of assessment.

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   No national or across field certification.

National Recreation and Park Association

Respondent: Donald Henkel, Staff Liaison

1. Accrediting Standards:
   Standards and Evaluation Criteria
   Standard 8. Professional competencies, pp. 5-8. Including 8.20 Assessment, planning, and evaluation - but relies primarily on ability of students to assess Recreation and Park issues.
   9.01 Purposes and goals of program options.
   No standard dealing specifically with assessment of attainment of educational objectives.

2. Guidelines:
   Definition: Levels of learning - Glossary of standards.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Self-study guidelines.

   b. Visiting Teams:
      Expected to assess professional compliance with written Standards.

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Certified Licensure Professional Examination. Examination being developed by NRPA.

Council on Rehabilitation Education

Respondent: Emer D. Broadbent, Executive Director

1. Accrediting Standards:
   Accreditation Manual
   Note: Revised manual is in draft form (August 1990).
   Chapter IV Standards - Section C. RCE Graduate - Performance pp. 15-20.
   Section D.2.2 Assessment of students learning needs and professional potential.
   Section A.2 Periodic Assessment of program mission and objectives p. 12.

2. Guidelines:

3. Policy Statements:
   Mission on the Council CORE policies p. 23 of manual - systematic assessment of outcomes.

4. Accrediting Practices:

   a. Self-Study: See *Manual* Chapter III Application and evaluation procedures pp. 8-10. Program Description Packet (PDP) - Written evidence on community participation, graduate employment, and program encouragement, other wise evidence gathered by survey instruments to students, faculty, student placement supervisors, recent graduates, and employment supervisors. Computerized results checked for consistency, adequacy, etc. Three independently compiled reports evaluated by review committee and commission.

   b. Visiting Teams: Site visits only when data is conflicting, ambiguous, or inadequate. *Manual* - site visit procedures, pp. 10-11.

   c. Accrediting body actions: Actions usually taken on basis of PDP and date analysis.

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Commission on Rehabilitation Counselor Certification (CRCC).

Council on Social Work Education

Respondent: Nancy Randolph, Director, Division of Standards and Accreditation

1. Accrediting Standards:
   Baccalaureate Standard 2: Outcomes: 2.1 Consistent with objectives; 2.2 to be supported by total program p. 5. Masters: Same. p. 15R. Baccalaureate Standard 5.5 Faculty obligation on outcomes p. 7. Masters. Same p. 16 *Handbook*.

2. Guidelines:
   Handbook, pp. 45 & 55. Outcomes guidelines - completions, performance at time of graduation, and employment or post graduate activities.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: *Handbook*, p. 22. Achievement in relation to goals. Guides for Self-Study Reports (in Handbook) Baccalaureate Standard 2. Outcomes pp. 71-72. Questions to be considered. Repeated for Masters, pp. 91-92.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:
   Newcomb, "Outcomes Measures in Social Work Education" (Draft) 1990.

6. Determining competency in the field:
   National Assessment of Social Workers:
   Academy of Certified Social Workers
   Academy of Certified Baccalaureate Social Workers
   School Social Work Specialist Credential
   Qualified Clinical Social Work Credential

National Council for Accreditation of Teacher Education

Respondent: Judith Ann White, Director of Constituent Relations

1. Accrediting Standards:
   Standards . . . Standard I.A. Design of Curriculum - Criteria (1) p. 46 Purposes, Processes, Outcomes. Standard I.D. Professional competence p. 47.
   Standard II.B. Relation with graduates criteria (33) p. 50. Standard IIID. Completion of Program. Assessment and Professional Competence (p. 54)
   Standard IIIA. Admissions criteria (41) Comprehensive system of assessment of candidates.
   Standard VA Governing Criteria (68) Mission.

2. Guidelines:
   Guidelines for Programming Institutional Report - reference to standards.
   Judgment Making Procedures for Board of Examiner Teams 1991. p. 1.

3. Policy Statements:
   Precondition 8 NCATE Policies Manual. p. 39. Portfolio in specialty fields with NCATE guidelines.
   Precondition 4, p. 30 in *Standards* etc. Unit monitors and evaluates, operation, scope, and quality and effectiveness of graduates.

4. Accrediting Practices:

   a. Self-Study: NCATE Guide for preparing Institutional Report. Overview of Institution etc.

   b. Visiting Teams: Judgment Making Procedures for Board of Examiner Teams p. 1. coherence between (1) courses and experiences and (2) purposes and outcomes. Institutional check list for the onsite NCATE visit, p. 12. Pre-conditions documentation form.

   c. Accrediting body actions: Joint Data System (with (AACTE) - program completers.

   d. Training programs:

5. Other publications, research pieces, speeches:
   Gollnick and Kunkel. "The Reform of National Accreditation." *Phi Delta Kappa*. Rec. 1986, pp. 310-314.

6. Determining competency in the field:
   Certification by National Science Teachers Association and National Board for Professional Teaching Standards. Licensure in each state.

American Veterinary Medical Association

Respondent: Dr. E. R. Ames, Director, Division of Scientific Activities

1. Accrediting Standards:
   Accreditation Policies and Procedures
   No standards or guidelines directly related to outcomes or program effectiveness. However - see below 4.a.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Procedures include section on self evaluation of College pp. 21 ff.
   Calls for college objectives and ongoing evaluation in light of objectives (p.2) and measurement of "outputs" of the total program p. 22.
   Reports from Wisconsin and California include specifics sections on goals and objectives and on measure of outputs or extent to which objectives are being met.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   National Board Clinical Competency Test in Veterinary Medicine
   National Board Examination for Veterinary Medical Licensing
   AVMA National Board Examination Committee

Committee on Allied Health Education and Accreditation
Review Committees

(See the Committee on Allied Health Education and Accreditation page 29.)

Accreditation Review Committee for Education of Anesthesiologist Assistant

Respondent: L. M. Detmer, Secretary

1. Accrediting Standards:
   Essentials
   Standard III Curriculum. A. Objectives B. Competencies, p. 3. e. student evaluation, p. 5.
   Standard IV Students. C. Evaluation of students, p. 4.
   Standard VI Program Evaluation: Program Effectiveness, p. 5.

2. Guidelines:
   Essentials II A. Document each student's competence, p. 2.
   VI Program Effectiveness, p. 5.

3. Policy Statements:
   3.104; 3.106; 3.108 and "Focus of Program Review" (Results, outcomes, process).

4. Accrediting Practices:

   a. Self Study

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Currently no national certifying agent.

Joint Review Committee on Education in Cardiovascular Technology

Respondent: David J. Field, Executive Director

1. Accrediting Standards:
   Essentials
   Standard III Resumes, B. Personal, C. Professional Development
   Standard IV Curriculum A. Performance Objectives
   Standard V Students, C. Evaluation

2. Guidelines:
   See above.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Self-study guide largely traditional.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Certification/Registry
      Cardiovascular Credentialling International
      American Registry of Diagnostic Medical Senographers
         JRC-CVT refers graduates to these.

Joint Review Committee on Education in Diagnostic Medical Sonography

Respondent: Marilyn Fay, Executive Director

1. Accrediting Standards:
   Essentials
   Standard II Resumes B. Personal 4. Professional Development
   Standard III Curriculum A. Structured Curriculum B. Learning Experiences C. Periodic Evaluation
   Standard IV Students D. Evaluation

2. Guidelines:
   See above.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Report of self-study suggestions - related to appropriate essentials.

   b. Visiting Teams: Site visit report - related to appropriate essentials.

   c. Accrediting body actions:

   d. Training programs:
      Annual Training Program
      Accreditation workshop

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   American Registry of Diagnostic Medical Senographers
      Voluntary credentialling body - One option for taking examination - graduation from JRCDMS program.

Joint Review Committee on Educational Programs for the EMT-Paramedic

Respondent: Philip A. von der Heydt, Executive Secretary

1. Accrediting Standards:
   Essentials
   Standard I C Students 2. Evaluation
   Standard I E Program Evaluation
   Standard II A Description of the Profession - Competencies
   Standard II B Curriculum of Program Goals and Objectives

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: Self-study Guide - follows essentials. e.g. I.C.8.
      Validity and reliability of summative evaluation system.
      Part D. Program evaluation, p. 40.

   b. Visiting Teams:
      Report of site visit: Resources - Effectiveness of the educational program, p. 34.
      Program evaluation, p. 40.

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   National Registry Examination.

National Accrediting Agency for Clinical Laboratory Sciences

Programs: Baccalaureate Medical Technology - Baccalaureate; Medical Technician - Associate degree and Certificate; Histotechnology

Respondent: Jacqueline Parochka, Executive Director

1. Accrediting Standards:
   Essentials
   Standard III Curriculum, 15 instruction p. 8.
   Standard IV Students, 22 Evaluation p. 10.
   Standard VI Program Evaluation, 27, 28, 29 p. 12.

2. Guidelines:
   See 1. Standards

3. Policy Statements:
   Chap. IV Establishing Competencies for new programs

4. Accrediting Practices:

   a. Self-Study: *Guide to Accreditation* - Self-study documents - Med. Tech. pp. 23-24 item 15. Curriculum goals and their achievement and p. 26, VI Program evaluation, items 27, 28, 29.
   Med Lab Tech. - p. 32, pp. 39-40; same as Med. Tech.
   Histotechnology - p. 43. VI Program Evaluation.

   b. Visiting Teams: *Site Visit Report Forms* used in all three specialty areas.

   c. Accrediting body actions: Note quality assurance committee (primarily concerned with reliability of accrediting process)

   d. Training programs:
   Workshop Teleconferences - Developing and evaluating various objectives of programs.
   Workshop on curriculum - Behavioral objectives.
   Accreditation process workshop.

5. Other publications, research pieces, speeches:
   Clinical affiliation agreement workshop.

6. Determining competency in the field:

Curriculum Review Board - Medical Assistant

Respondent: Monique M. Buckner, Director of Accreditation, (American Association of Medical Assistants' Endowment)

1. Accrediting Standards:
   Essentials and Guidelines
   Standard I C. Students 2. Evaluation of Students
   Standard I E. Program Evaluation, 1. Outcome Measurement 2. Implementation of outcome results.
   Standard III B. Curriculum 2. Structured Curriculum - learning objectives 3. Competing based clinical and administrative components, a-p.
   Currently revising Essentials

2. Guidelines:
   See above. Entry level competencies

3. Policy Statements:
   1991 *Essentials* will be focused on "outcomes assessment."

4. Accrediting Practices:

   a. Self-Study: *Self-Study Report Format*. Follows Essentials organization.

   b. Visiting Teams: Expanded Format for *On Site Survey Report: Note Taking*. Follows Essentials - e.g. p. 9, curriculum, student evaluation.

   c. Accrediting body actions: Updating DACUM (see 5 below).

   d. Training programs:

5. Other publications, research pieces, speeches:
   1990 DACUM (Developing a Curriculum) Analysis of Seibret and Amos, "DACUM Revisited" "Introduction to Outcomes" in *Curriculum Review Board Memo*, (1990).

6. Determining competency in the field:

Accreditation Review Committee for the Medical Illustrator

Respondent: Wallace G. Clark Jr., Assistant Director, Accreditation Services, AMA

1. Accrediting Standards:
   Essentials and Guidelines
   Standard II Curriculum. C. Required competencies, p. 3.
   Standard IV Students. C. Evaluation, p. 4.
   Standard VI Program Evaluation, p. 4.

2. Guidelines:
   Incorporated in essentials under standards.

3. Policy Statements:
   Portfolios judged by committee before graduation. Salon/exhibit of best work.

4. Accrediting Practices:

   a. Self-Study: *Application for Accreditation* - Self evaluation report.
      Follows *Essentials and Guidelines*.
      See above. List suggested documentation.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs: See CAHEA.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

American Medical Records Association

Respondent: Margaret K. Amatayakul, Assoc. Executive Director

1. Accrediting Standards:
   Essentials for Medical Record.
   Technician and Medical Record Administrator. Not supplied but referred to in information for self-study document
   Standard IV A. Professional Competency
   Standard IV C. Criteria for successful completion of curriculum.
   Standard III D. Entry level competencies achieved.

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: See above 1. Analytic Self-Evaluation - II. Program Outcomes, pp. 5-11.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

Joint Review Committee on Educational Programs in Nuclear Medicine Technology

Respondent: Elaine J. Cuklanz, Executive Director

1. Accrediting Standards:
   Competency based education and ongoing program evaluation.

2. Guidelines:

3. Policy Statements:
   Developing comprehensive document to assess outcomes - but is not currently available.

4. Accrediting Practices:
   a. Self-Study: Self-Study document requests information related to graduate achievement.

   b. Visiting Teams: Follow up interviews with graduates (?)

   c. Accrediting body actions:

   d. Training programs: Periodic workshops for evaluators and educators.

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Two recognized certifying agencies.
   Several states require licensing examinations - emphasis, however is on theory not practice.

American Occupational Therapy Association

Respondent: Brena Manoly, Director, Accreditation Division

1. Accrediting Standards: 1983 *Essentials*
   Standard II Educational Program, F. Evaluation of the Educational Program
   Standard VI Continuing Program Evaluation
   Draft of revised *Essentials*
   I.C. Students, 2. Evaluation of Students
   E. Program Evaluation

2. Guidelines:
   See above

3. Policy Statements:
   Current shift in orientation from process emphasis to a dual emphasis on process and outcomes orientation of accreditation.

4. Accrediting Practices:

   a. Self-Study
      Self-study workshops (see below)
      Guide to Self-study Report p. 1 General; p. 15 Evaluation of Educational Program includes: 1. Student learning. 2. Instructor and course effectiveness. 3. Curriculum.

   b. Visiting Teams:

   c. Accrediting body actions: Require documentation in annual report of results of evaluation in improving programs. *Annual Report Form*: pp. 7-8.

   d. Training programs: Periodic Workshops

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Certification Examination - American Occupational Therapy Certification Board.

Joint Review Committee for Perfusion Education

Respondent: Robert Parks, Director, Accreditation Services

1. Accrediting Standards:
   Essentials and Guidelines
   Standard I C Students 2. Evaluation of Students
   Standard I E Program Evaluation
   Standard II B Curriculum, 14. Outcomes, 15. Use of results

2. Guidelines:

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study:

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:

Accreditation Review Committee on Education for the Physician Assistant

Respondent: L. M. Detmer, Secretary

1. Accrediting Standards:
   Essentials and Guidelines
   - Section I B. Resources (1) Program Director (a) Responsible for planning and general effectiveness of program, p. 3.
   - C. Students.(2) Evaluation of students progress as indication of effectiveness, p. 5.
   - E. Program Evaluation. (1) Outcomes (2) Results of ongoing program evaluation p. 6.
   - Section II B. Curriculum (2) Institution must follow plan including (a) appropriate learning experiences, (b) learning goals and competency objectives (c) documented student assessment, pp. 8-9.

2. Guidelines:
   Included with standards related to each standard, see above.

3. Policy Statements:
   3.104 Requires self-study to include strengths, weaknesses and improvements.
   3.106 Review committee encourages programs to use on-going program evaluation.
   3.108 Self-study should balance outcomes and process.
   Self-study as comprehensive yet succinct statements of self-analysis.

4. Accrediting Practices:

   a. Self-Study: See 3 above. Guidelines for preparation of self-study, focus on assessment, p. 3. Program evaluation - Outcomes: Methods of evaluating graduate outcomes, p. 7. Evaluation - evidence of, p. 9.

   b. Visiting Teams: Report of on-site evaluation Educational program. p. 3 continuing review, p. 4 & 5, resources, p. 6. Resources. Section 3. Evaluation and records, p. 8-9.

   c. Accrediting body actions: Sec. H Student and graduate performances, p. 13.

   d. Training programs: Annual workshops.

5. Other publications, research pieces, speeches:
   Denis Oliver, "Sixth Annual Report on Physician Assistant Educational Programs."

6. Determining competency in the field:
   Entry level national certifying examination.

Joint Review Committee on Education in Radiologic Technology

Respondent: Marilyn Fay, Executive Director

1. Accrediting Standards:
   Essentials (R & RTT)
   Standard II C Professional Development
   Standard III Curriculum: A Structured Curriculum B. Learning Experiences C. Periodic Evaluation of Students
   Standard IV Students C. Evaluation

2. Guidelines:
   See above

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: (R & RTT) Self study report suggestions - related to appropriate essentials. See above.

   b. Visiting Teams: Site visits informational brochure.

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:

6. Determining competency in the field:
   Examination by American Registry of Radiologic Technologists- voluntary credentialling agency - must graduate from JRCERT program to be eligible for examination.

Joint Review Committee for Respiratory Therapy Education

Respondent: Philip A. von der Heydt, Executive Director

1. Accrediting Standards:
   Essentials for Respiratory Therapy Technician and Respiratory Therapist.
   Standard II Outcomes Orientation, A. Program Goals and Standards, B. Minimum expectations.
   Standard V Instructional plan A. Curriculum, D. Student Evaluation.
   Standard VI Program Evaluation.
   Further developed in *The Blue Book*.

2. Guidelines:
   See above.

3. Policy Statements:

4. Accrediting Practices:

   a. Self-Study: *Procedures for Accreditation*. Guidelines for above standards, pp. 5 & 7.

   b. Visiting Teams:

   c. Accrediting body actions:

   d. Training programs:

5. Other publications, research pieces, speeches:
   O'Reily and von der Heydt. *A Handbook on Evaluation for the Allied Health Program*. c.f. particularly section 2, program planning, section 3, planning for evaluation, and section 4, program standards. Appendix with assessment models.

6. Determining competency in the field:

Part II: Bibliography of Relevant Documents by Accrediting Bodies

National Institutional Accrediting Bodies

American Association of Bible Colleges 85
Association of Independent Colleges & Schools 85
National Home Study Council 85
Association of Advanced Rabbinical and Talmudic Schools 85
Association of Theological Schools 85
National Association of Trade and Technical Schools 86

Regional Institutional Accrediting Bodies

Middle States Association of Colleges and Schools
Commission on Higher Education 87
New England Association of Schools and Colleges
Commission on Vocational, Technical, Career Institutions 88
North Central Association of Colleges and Schools
Commission on Institutions of Higher Education 88
Northwest Association of Schools and Colleges
Commission on Colleges 88
Southern Association of Colleges and Schools
Commission on Colleges 89
Commission on Occupational Education Institutions 89
Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges 90
Accrediting Commission for Senior Colleges and Universities 90

Specialized Accrediting Bodies

National Accrediting Commission for Schools and Colleges of Acupuncture
and Oriental Medicine 91
Committee on Allied Health Education and Accreditation 91
National Architectural Accrediting Board 91
National Association of Schools of Art and Design 91
American Assembly of Collegiate Schools of Business 92
Council on Chiropractic Education 92
Computer Science Accreditation Commission 92
American Council for Construction Education 93
Council for Accreditation of Counseling and Related Educational Programs 93
American Dental Association 93
American Dietetic Association 94
Society of American Foresters 95

American Board of Funeral Service Education 95
Accrediting Commission on Education for Health Services Administration 95
American Home Economics Association 95
Foundation for Interior Design Education Research 95
Accrediting Council on Education in Journalism and Mass Communication 96
American Society of Landscape Architects 96
American Bar Association 96
Association of American Law Schools 97
American Library Association 97
Accrediting Bureau of Health Education Schools 97
Liaison Committee on Medical Education (AMA, AAMC) 98
National Association of Schools of Music 98
Council on Accreditation of Nurse Anesthesia Educational Programs 99
National League for Nursing 99
American Optometric Association 99
American Osteopathic Association 100
American Council on Pharmaceutical Education 100
American Physical Therapy Association 100
Planning Accreditation Board 101
American Podiatric Medical Association 101
American Psychological Association 101
National Association of Schools of Public Affairs and Administration 101
Council on Education for Public Health 102
National Recreation and Park Association 102
Council on Rehabilitation Education 102
Council on Social Work Education 102
National Council for Accreditation of Teacher Education 103
American Veterinary Medical Association 103

Review Committees of the Committee on Allied Health Education and Accreditation

Accreditation Review Committee for Education of Anesthesiologist Assistant 105
Joint Review Committee on Education in Cardiovascular Technology 105
Joint Review Committee on Education in Diagnostic Medical Sonography 105
Joint Review Committee on Educational Programs for the EMT-Paramedic 105
National Accrediting Agency for Clinical Laboratory Sciences 105
Curriculum Review Board - Medical Assistants 106
Accreditation Review Committee for the Medical Illustrator 106
American Medical Records Association 107
Joint Review Committee on Educational Programs in Nuclear Medicine Technology 107
American Occupational Therapy Association 107
Joint Review Committee for Perfusion Education 107
Accreditation Review Committee on Education for the Physician Assistant 107
Joint Review Committee on Education in Radiologic Technology 107
Joint Review Committee for Respiratory Therapy Education 108

National Institutional Accrediting Bodies

American Association of Bible Colleges (AABC)

May, Cecil, Jr. "Assessment of Effectiveness in Bible Colleges." *AABC Newsletter* XXXII.3, September, 1988.

Lowe, John M. Memo to Dr. Randall Bell on "Outcomes Assessment of Student Services and Student Activities." April 3, 1990.

"Seminar for Evaluating Team Chairs - Agenda." 27 October 1990.

AABC Commission on Accreditation 1990 Manual. Fayetteville, AR: AABC, 1990.

Guide to Conducting Self Study. Fayetteville, AR: AABC, 1990.

The Evaluation Visit 1990. Fayetteville, AR: AABC, 1990.

Bell, Randall E. Letter to R.M. Millard, 21 March 1991.

Manual 1991. Fayetteville, AR: AABC, 1991.

Association of Independent Colleges and Schools (AICS)

Harris, John, Susan Hillenmeyer, and James V. Foran. *Quality Assurances for Private Career Schools*. Washington, DC: AICS, 1989.

"AICS Accrediting Commission Memo: Accreditation Criteria and Policy Changes." 1 February 1990.

"Institutional Effectiveness Conference, Agenda." 7 September and 24 October 1990.

Accrediting Commission/National Home Study Council (NHSC)

Lambert, Michael P. Letter to R. M. Millard, 2 November 1990.

Home Study School Accreditation. Washington, DC: NHSC, 1990.

Godfrey, Robert J. *Outcomes Assessment Handbook*. Washington, DC: NHSC, 1990.

Association of Advanced Rabbinical and Talmudic Schools (AARTS)

Fryshman, Bernard. Letter to R. M. Millard, 11 December 1990 and 11 April 1991.

Handbook of the Accreditation Commission. New York: AARTS, 1991.

A Guide to the Self-Study and Interpretive Guidelines to the Standards of the Accreditation Commission. New York: AARTS, 1991.

Association of Theological Schools in the United States and Canada (ATS)

Pacala, Leon. "Statement on Behalf of the Accreditation of Theological Schools in the United States and Canada" to National Advisory Committee on Accreditation and Institutional Eligibility. 16 November 1987.

Bulletin 39. Park 3. Pittsburgh, PA: ATS, June, 1990.

Aleshire, Daniel O. Letter to R. M. Millard, 19 November 1990.

Baumgaertner, William E. Letter to R. M. Millard, 3 December 1990.

Handbook of Accreditation. Pittsburgh, PA: ATS, 1990.

National Association of Trade and Technical Schools (NATTS)

Fenwick, Dorothy. Letter to R. M. Millard, 13 December 1990.

Evaluation Forms for Site Visitors. Washington, DC: NATTS, 1990(?).

Professional Development Workshop Program. Agenda for "Seeking Accreditation: Standards of Excellence Workshop." 24 March 1990, Arlington, VA. Washington, DC: NATTS, 1990.

Accrediting Commission, NATTS. *Standards of Accreditation*. Washington, DC: NATTS, 1990.

Accrediting Commission of NATTS. Excerpts from "Report to Department of Education," 1990. Washington, DC: NATTS, 1990:25-81.

Middle States Association of Colleges & Schools/Commission on Higher Education (MSA/CHE)

"Committee on Follow-up Activities/Candi-date Institutions, Minutes." Philadelphia, PA: MSA/CHE, 24-25 May 1950.

Weinstein, Minna. "CHE's Assessments Reach Across the Seas." *CHE Letter*, Summer 1989:8-9.

"Emblems of Excellence: Kean College of New Jersey." *CHE Letter*, Spring 1989:4.

Simmons, Howard. "Transitions: Retrospect and Prospect: Annual Report of the Executive Director, 1988-89." *CHE Letter*, Special Edition, Summer 1989:1-11. (See particularly pp. 6-7.)

"Self-Study Workshops." *CHE Letter*, Winter 1989:5.

"CHE Approves Formation of Task Force on Outcomes Assessment." *CHE Letter*, Winter 1990:13.

"Emblems of Excellence: Dundalk Community College, Maryland." *CHE Letter*, Spring, 1990:5-6.

"Commission Actions Related to Institution, Minutes," 26-27 June 1990. Philadpehia, PA: MSA/CHE, 1990:12-46.

Designs for Excellence. (Draft). Philadelphia, PA: MSA/CHE, June 1990.

Guide for Evaluating Off Campus Programs. Philadelphia, PA: MSA/CHE, July 1990.

Simmons, Howard. "Implementing the Commission's Agenda: Annual Report of the Executive Director, 1989-90." *CHE Letter*, Special Edition, Summer 1990:1-13. (See particularly pp. 6-7.)

"Workshops for Evaluators and Team Chairs Revamped." *CHE Letter*, Summer 1990:6.

"Agenda for Workshop for Evaluation Team Chairs" at Drexel University, 13 September 1990. Philadelphia, PA: MSA/CHE.

Simmons, Howard. Letter to R. M. Millard, 7 December 1990. Philadelphia, PA:

Millersville University. *Self-Study Presented by Millersville University of Pennsylvania to the Commission on Higher Education at the Middle States Association of Colleges and Schools*. Millersville, PA: Millersville University, 1990.

Characteristics of Excellence in Higher Education, Revised. Philadelphia, PA: MSA/CHE, (1982) 1990.

Mayhew, Paula Hooper, and Howard L. Simmons. "Outcomes Assessment in The Middle States Region." *NCA Quarterly*, 65.2 (Fall 1990):375-379.

Framework for Outcomes Assessment, Draft. Philadelphia, PA: MSA/CHE, 1990.

Simmons, Howard. *Middle States Commission on Higher Education Initiatives in Outcomes Assessment*. Philadelphia, PA: MSA/CHE, n.d.

New England Association of Schools and Colleges/Commission on Vocational Technical Career Institutions (NEASC/CVTCI)

Maloney, Daniel. Letter to R.M. Millard, 8 November 1990.

Maloney, Daniel S. "Assessment in the New England Commission on Vocational Technical Career Institutions." *NCA Quarterly* 65.2 (Fall 1990):381-384.

North Central Association of College and Schools/Commission on Institutions of Higher Education (NCA/CIHE)

Thrash, Patricia A. "Educational 'Outcomes' in the Accrediting Process." *Academe* July-August 1988.

Thrash, Patricia A. "A Report on the Role of Outcomes Evaluation in the Accreditation Process." *NCA Quarterly* 61.4 (Spring 1989): 481-490.

"Commission Launches Program on Assessment." *Briefing* 8.3 (November 1990): 1 & 4.

Farnsworth, S. S., and Patricia Thrash. Memo Re: Commission Activities on Assessment. 1 February 1990.

Thrash, Patricia A. "Annual Report of the Executive Director." *Briefing* 8.1 (March 1990):Special insert.

Thrash, Patricia A. Letters to R. M. Millard, 9 November 1990 and 29 October 1990.

Thrash, Patricia A. "State Agency Expectations for Assessment in the North Central Region." *NCA Quarterly* 65.2 (Fall 1990):415-434.

"Sharpening The Focus on Assessment: The Regionals and the NCA States." *NCA Quarterly* 65.2 (Fall 1990):369-434.

Thrash, Patricia A. "Assessment in the North Central Region." *NCA Quarterly* 65.2 (Fall 1990):385-392.

A Guide to Self-Study for Commission Evaluation. Chicago: NCA/CIHE, 1990.

"Commission Considers Program on Assessment." *Briefing* 8.2: 1 & 3 and inserted "Interest Survey."

A Manual for the Evaluation Visit. Chicago: NCA/CIHE, 1990.

A Handbook of Accreditation, 1990-92. Chicago: NCA/CIHE, 1990. (Especially pp. 15-18)

Announcement of Regional Seminars, Spring 1991, on "Assessing Student Academic Achievement." (Note: An *Assessment Workbook* is being developed for distribution at the regional seminars.) Chicago: NCA/CIHE, 1991.

"Assessing Student Academic Achievement in the Context of the Criteria for Accreditation." Announcement of Regional Seminars. Spring 1991, Chicago: NCA/CIHE, 1991.

Northwest Association of Schools and Colleges/Commission on Colleges (NW/COC)

Handbook for Committee Chair. Seattle: NW/COC, 1988.

Accreditation Handbook, 1988 edition. Seattle: NW/COC, 1988.

Instructions to Members of Evaluation Committees. Seattle: NW/COC, January 1990.

Malik, Joseph A. Memo to Accreditation Liaison Officers. "Assessment of Outcomes and Institutional Effectiveness." 3 August 1990.

"College Evaluators Conference Agenda." Seattle: NW/COC, 27-28 October 1990.

"Workshop on Accreditation and Institutional Self-Study Agenda." Seattle: NW/COC, 29-31 October 1990.

Malik, Joseph. Letter to R. M. Millard. (n.d. [Nov. 1990]).

Southern Assocation of Colleges and Schools/Commission on Colleges (SACS/COC)

Manual for Visiting Committees. Decatur, GA: SASC/COC, 1988.

Criteria for Accreditation, Sixth Edition. Atlanta: SACS/COC, (1984) 1989-1990.

Manual for Accreditation. Decatur, GA: SACS/COC, 1989 (4th printing).

Folger, John, and John Harris. *Assessment in Accreditation*. Decatur, GA: SASC/COC, 1989.

Resources Manual on Institutional Effectiveness, 2nd edition. Decatur, GA: SACS/COC, 1989.

Rogers, James T. Letter to R. M. Millard, 20 November 1990.

Rogers, James T. "Assessment in the Southern Commission on Colleges." *NCA Quarterly* 65.2 (Fall 1990):397-400.

Southern Association of Colleges and Schools/Commission on Occupational Education Institutions (SASC/COEI)

Proceedings Southern Association of Schools and Colleges 42.5 (September-October 1990).

Tidwell, Kenneth W. Letter to R. M. Millard and answers to questions. 15 November 1990.

Coulton, William F. "Assessment in the Southern Commission on Occupational Education Institutions." *NCA Quarterly* 65.2 (Fall 1990):393-396.

1989 Annual Meeting. Education Improvement in the South: Issues for the 1990's. Decatur, GA: SASC/COEI, 1990. See pp. 62-63 for COEI Workshops.

The Self-Study Manual, 1990 Edition. Decatur, GA: SASC/COEI, 1990.

The Policies & Standards of the Commission on Occupational Education Institutions, 1991 Edition. Decatur, GA: SASC/COEI, 1990.

Procedures Handbook for Visiting Team Leaders, 1990 Edition. Decatur, GA: SASC/COEI, 1990.

Annual Report Form A, 1990 Instructions, 1990 Annual Report Form A, Confidential Financial Statement.

Rubb, Felix. "America's Urgent Need: The Twenty-First Century Challenge to Vocational Educators." Decatur, GA: SACS/COEI, 1990.

An Annual Report Summarizing Events of the Commission on Occupational Education Institutions During 1990. Decatur, GA: SACS/COEI, 1990.

Vocational Technical Education Consortium of the States. (Various papers in V-TECS Folder) Decatur, GA: SACS/COEI, n.d.

"Assessment of School Performances Thrust of (COEI) Annual Workshops." *COEI Update* 3.3 (Summer 1991):1.

Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC/ACCJC)

McIntyre, Chuck. *Item Bank: Student and College Outcomes*. Chancellor's office, California Community Colleges and WASC/ACCJC, 1984.

McIntyre, Chuck. *Learner Outcomes Handbook*. Chancellor's office, California Community College and WASC/ACCJC, 1984.

McIntyre, Chuck. *FIPSE Final Report: Improving Community College Evaluation and Planning Process*. Unpublished report. WASC/ACCJC, 29 January 1986.

Berg, Ernest H. *Accreditation Survey*. Aptos, CA: WASC/ACCJC, 1987.

Criteria and Measures of Institutional Effectiveness. Santa Ana, CA: California Community College Faculty, Administrators and Trustees, Academic Senate for California Community Colleges, ACCJC and Rancho Stantiago College, 1988.

Peterson, John C. "Special Concerns for 1990-91 Evaluations." Memo to Evaluation Team Chairs, 14 September 1990.

"Workshop for Team Chairperson." *Agenda*. September 1990.

Watkins, Judith. Letter to R. M. Millard, 20 November 1990.

"Self-study Workshop Agenda." Citrus College, 29 November 1990.

"Assessment in The Western Accrediting Commission for Community and Junior Colleges." *NCA Quarterly* 65.2 (Fall 1990): 401-402.

Handbook of Accreditation and Policy Manual, 1990 Edition. Aptos, CA:WASC/ACCJC, 1990.

Guide to Institutional Self-Study and Reports to the Commission, 1990 Edition. Aptos, CA: WASC/ACCJC, 1990.

Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities (WASC/ACSCU)

Handbook of Accreditation. Oakland, CA: WASC/ACSCU, 1988.

"Assessment and Accreditation: A Shot-gun Marriage?" Paper for AAHE Conference on Assessment in Higher Education, 28 June 1990.

Wolff, Ralph A. Letter to R. M. Millard, 19 November 1990.

Wolff, Ralph A. "Assessment in the Western Accrediting Commission for Senior Colleges and Universities." *NCA Quarterly* 65.2 (Fall 1990):403-413.

Specialized Accrediting Bodies

National Accrediting Commission for Schools and Colleges of Acupuncture and Oriental Medicine (NACSCAOM)

Handbook of Accreditation. Washington, DC: NACSCAOM, 1988.

"Assessment of Educational Outcomes: The Name of the Game is Improvement." Workshop Agenda for Austin, Texas, 30 April 1990.

Llanso, Dolores. Letter to R.M. Millard, 26 November 1990.

Manual for a Site Visit. Washington, DC: NACSCAOM, n.d.

Annual Report Form Washington, DC

Committee on Allied Health Education and Accreditation (CAHEA)

Parks, R. B., and Hannah L. Hedrick "Assessing the Reliability and Validty of Standards for Allied Health Educational Programs," *Allied Health Education Newsletter* 18.6 (November-December 1987).

Parks, Robert B. Letter to R. M. Millard, 8 November 1988.

Recommended Format for Essentials with Suggestions for Guidelines. Revised Chicago: CAHEA, (1981) 1990.

(See page 105 for Committee on Allied Health Education and Accreditation Review Committees.)

National Architectural Accrediting Board (NAAB)

NAAB Criteria and Procedures. Washington, D.C.: NAAB, January 1988.

Maudlin-Jeronimo, John. Letter to R. M. Millard, 13 November 1990.

NAAB Criteria and Procedures (Draft). Washington, DC: NAAB, January 1991.

Visiting Team Report Format. Washington, DC: NAAB, n.d.

"Guidelines for the Team Room and Evidence of Conformance." Washington, DC: NAAB, n.d.

National Association of Schools of Art and Design (NASAD)

A Philosophy for Accreditation in the Arts Disciplines. Reston, VA: Council of Arts Accrediting Associations, 1986. (See NASM.)

Procedures for Institutional Membership. Reston, VA: NASAD, 1988.

Hope, Samuel. Letter to R. M. Millard, 13 November 1990. (Single letter for NASAD and NASM.)

"Outcomes Assessment and Arts Programs in Higher Education." *Briefing Paper*. Reston, VA: Council of Arts Accrediting Associations, 1990. (See NASM.)

Handbook, 1990-91. Reston, VA: NASAD, 1991.

American Assembly of Collegiate Schools of Business (AACSB)

Accreditation Research Project: Report of Phase I. St. Louis, MO: AACSB, 1980.

Outcomes Measurement Project. Phase II: Interim Report. St. Louis, MO: AACSB, 1984.

Outcomes Measurement Project: Phase III Report. St. Louis, MO: AACSB, 1987.

Report of the AACSB Task Force on Outcomes Measures. St. Louis, MO: AACSB, 1989.

Martinez, Karen S. Letters to R. M. Millard, 8 November 1990 and 26 March 1991.

Draft Report of Task Force on Standards. AACSB, Fall 1990.

"Outcomes Assessed in Accreditation" Document 2463E29, AACSB, 1990.

"Outcomes Measurement Programs" St. Louis, MO: AACSB, 1990.

Accreditation Council Policies, Procedures and Standards, 1990-92. St. Louis, MO: AACSB, 1990.

Manual for the AACSB Visit Process. St. Louis, MO: AACSB, 1990-91.

Self-Study Report Form for Accounting Accreditation. St. Louis, MO: AACSB, 1990-91.

Final Report: The AACSB Accreditation Project. St. Louis, MO: AACSB, 1991.

Self-Study Report Form for Initial Business Administration Accreditation. St. Louis, MO: AACSB, 1991-92.

Self-Study Report Form for Business Administration Reaccreditation. St. Louis, MO: AACSB, 1991-92.

The Council on Chiropractic Education (CCE)

Clinical Competency Document. West Des Moines, IA: CCE, 1984.

Manual of Operations, Revised. West Des Moines, IA: CCE, 1990.

Standards for Chiropractic Education. West Des Moines, IA: CCE, 1990.

Site Team Workshop Agenda: Denver, August 25-26, 1990. West Des Moines, IA: CCE, 1990.

Miller, Ralph. Letter to R. M. Millard, 22 March 1991.

Procedures Manual: Site Visitation Team. West Des Moines, IA: CCE, 1991.

Procedure Manual: Commission. West Des Moines, IA: CCE, 1991.

Policy Manual. West Des Moines, IA: CCE, 1991.

Computing Sciences Accreditation Board (CSAB)

Booth, Taylor, and Raymond E. Miller. "Computer Science Program Accreditation: The First-Year Activities of the Computer Sciences Accreditation Board." *Communication at the ACM* 30.5 (May 1987).

"Visit Report Form - Computer Science Program." New York: CSAB, 1989.

Manual of Procedure for Team Chairpersons of CSAC Evaluation Teams. New York: CSAB, 1989.

Training Manual. New York: CSAB, 1989.

"Provisions for Accreditation Policy and Operations." New York: CSAB, 1990.

Invitation to request accreditation letter from Executive Director. New York: CSAB, 1990.

Questionnaire for Review of Computer Science Program. Vol. I and Vol. II. New York: CSAB, n.d.

"Computer Science Accreditation Commission (CSAC) Accreditation Actions." New York: CSAB, n.d.

Biographical Data-Accreditation Visitors Form. New York: CSAB, n.d.

"An Interpretation of Requirement that Programs Must Have Graduates in Order To Be Eligible for CSAB Accreditation." New York: CSAB, n.d.

"Student Interview Form." New York: CSAB, n.d.

American Council for Construction Education (ACCE)

Standards and Criteria for Baccalaureate Programs. Form 103, Revised. Monroe, LA: ACCE, 1990.

Standards and Criteria for Associate Degree Programs. Form 103 A, Revised. Monroe, LA: ACCE, 1990.

Dupree, Daniel. Letter to R. M. Millard, 7 November 1990.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Accreditation Procedures Manual and Application. Alexandria, VA: CACREP, 1988.

Bobby, Carol L. Reference List of Articles Related to CACREP Accreditation. Alexandria, VA: CACREP, 1988.

NACCMHC. Alexandria, VA: National Academy of Certified Clinical Mental Health Counselors, CACREP, 1988.

Bobby, Carol L. Letter to R. M. Millard, 27 November 1990.

Bobby, Carol L. Memoranda and Forms for Evaluation of Team Members, CACREP Office, and Team Members by other Team Members. Alexandria, VA: CACREP, 1990.

National Counselor Certification. Alexandria, VA: National Board for Certified Counselors, Inc., CACREP, 1990.

American Dental Association (ADA)

Accrediting Standards for Dental Assisting Education Programs. Chicago: ADA, 1980 (1986 insert).

Accreditation Standards Dental Laboratory Technology Programs. Chicago: ADA, 1981 (1988 insert).

"Assessing Educational Outcomes." Chicago: ADA, 1987.

Accreditation Standards for Dental Education Programs, Revised. Chicago: ADA (1986) 1988.

Accreditation Standards for Dental Hygiene Education Programs, Revised. Chicago: ADA (1980) 1988.

Self-Study Guide for the Evaluation of Dental Education Programs in the United States, Revised. Chicago: ADA, (1986) 1988.

Standards for Advanced Specialty Education Programs. Chicago: ADA, 1988.

Standards for Advanced Specialty Education Programs in Periodontics. Chicago: ADA, 1988.

Standards for Advanced Specialty Education Programs in Pediatric Dentistry. Chicago: ADA, 1988.

Standards for Advanced Specialty Education Programs in Orthodontics. Chicago: ADA, 1988.

Standards for Advanced Specialty Education Programs in Oral Pathology. Chicago: ADA, 1988.

Standards for Advanced Specialty Education Programs in Endodontics.Chicago: ADA, 1988.

Standards for Advanced Specialty Education Programs in Dental Public Health. Chicago: ADA, 1988.

Standards for Advanced Specialty Education Programs in Oral and Moxillo Facial Surgery. Chicago: ADA, 1989.

Commission on Dental Accreditation: What? Why? How? Chicago: ADA, 1989.

Self-Study Guide for the Evaluation of a Dental Hygiene Program, Revised. Chicago: ADA, 1989.

Series of "Outcomes Resources." *Communications Update* January 1989:7-8 + Appendix IV; June 1989:6-8; January 1990:6-8 + Appendix III, IV, & V; June 1990:8-9 + Appendix II; January 1991:8-10 + Appendix IV.

Standards for Advanced Specialty Education Programs in General Practice Residency. Chicago: ADA, 1990.

Standards for Advanced Education Programs in General Dentistry. Chicago: ADA, 1990. (Effective July 1, 1992).

Davenport, Cynthia A. Letters to R. M. Millard, 3 December 1990 and 20 March 1991.

American Dietetic Association (ADA/CDR)
Commission on Dietetic Registration

Accreditation/Approval Manual for Dietetic Education Programs. Chicago: ADA/CDR, 1987.

Registration Maintenance Guidelines. Chicago: ADA/CDR, 1988.

Canter, Deborah D. *Program Evaluation in Dietetic Education*. Chicago: ADA/CDR, 1989.

Components of the Certification Testing Program. Chicago: ADA/CDR, 1989.

"Self-Assessment." CDR *Messenger* Summer 1990, ADA/CDR.

Bobeng, Barbara J. Letter to R. M. Millard, 13 November 1990.

Society of American Foresters (SAF)

Smith, P. Gregory. Letter to R. M. Millard, 21 November 1990.

Accreditation Visiting Team Manual, Revised. Bethesda, MD: SAF, 1990.

American Board of Funeral Service Education (ABFSE)

Bigelow, Gordon. Letter to M. P. Lenn, 30 November 1990.

ABFSE Accreditation Manual. Cumberland, ME: ABFSE, 1988.

Accreditation Commission on Education for Health Services Administration (ACEHSA)

Gelmon, Sherril B. Letters to M. P. Lenn and R. M. Millard. 26 December 1990 and 29 March 1991.

Criteria for Accreditation of the Accrediting Commission for Health Services Administration. Arlington, VA: ACHESA, 1990.

Self-Study Guide for Graduate Programs in Health Services Administration. Arlington, VA: ACEHSA, 1990.

Accreditation Policies and Procedures Handbook. Arlington, VA: ACHESA, 1990.

Fellows Manual. Arlington, VA: ACEHSA, 1991.

Roles and Responsibilities of ACEHSA Commissioners, Draft. Arlington, VA: ACEHSA, 1991.

American Home Economics Association (AHEA)

Weddle, Karl G. Letter to R. M. Millard, 6 December 1990.

Accreditation Documents for Undergraduate Progrms in Home Economics, Revised. Alexandria, VA: AHEA, 1990.

Foundation for Interior Design Education Research (FIDER)

FIDER Accreditation Manual for Programs in Interior Design. Grand Rapids, MI: FIDER, 1988.

FIDER Standards and Guidelines for Accreditation of Post Professional Master's Degree Programs in Interior Design. Grand Rapids, MI: FIDER, 1988.

FIDER Standards and Guidelines for Accreditation of First Professional Degree Level Programs in Interior Design. Grand Rapids, MI: FIDER, 1988.

FIDER Program Evaluation Report Guidelines for Self-Study of a First Professional Degree Level Program for Interior Design. Grand Rapids, MI: FIDER, 1988.

FIDER Standards and Guidelines for the Accreditation of Pre-Professional Assistant Level Programs in Interior Design. Grand Rapids, MI: FIDER, 1988.

FIDER Program Evaluation Report Guidelines for the Self-Study of Pre-Professional Assistant Program in Interior Design. Grand Rapids, MI: FIDER, 1988.

FIDER Report Evaluation Guidelines for the Self-Study of a Post-Professional Master's Degree Program in Interior Design. Grand Rapids, MI: FIDER, 1989.

FIDER Visiting Team Handbook. Grand Rapids, MI: FIDER, 1989.

"History and Philosophy of FIDER Standards and Guidelines." Unpublished paper. Grand Rapids, MI: FIDER, July 1989.

FIDER Site Visit Checklist for the Evaluation of a First Professional Degree Level Program in Interior Design. Grand Rapids, MI: FIDER, 1989.

FIDER Site Visit checklist for the Evaluation of a Pre-Professional Assistant Level Program in Interior Design. Grand Rapids, MI: FIDER, 1989.

FIDER Site Visit Checklist for the Evaluation of Post Professional Master's Degree in Interior Design. Grand Rapids, MI: FIDER, 1989.

Srb, Katherine. Letter to R. M. Millard, 12 November 1990 and 11 March 1991.

"Accreditation of 3-year Professional Programs Under New Standards." *FIDER Newsletter* Spring 1990:2-3.

"The Common Body of Knowledge." *FIDER Newsletter* (To be published in Fall 1990).

Directory of Interior Design Programs Accredited by FIDER. Grand Rapids, MI: FIDER, 1990.

"New Standards Contain Significant Changes." *FIDER Newsletter* Winter 1990:1-3.

"Student Work Display Requires Planning." *FIDER Newsletter* Spring 1990:1.

"Student Work Requirements for a FIDER Site Visit." "FIDER Visiting Team Schedule." (information sheets) Grand Rapids, MI: FIDER, n.d.

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

Preparing for Journalism and Mass Communications Accreditation, Revised. Lawrence, KS: ACEJMC, (1986) 1989.

Shaw, Susanne. Letter to R. M. Millard, 15 November 1990.

Accredited Journalism and Mass Communications Education, 1990-91. Lawrence, KS: ACEJMC (1985) 1990.

American Society of Landscape Architects (ASLA)

Self-Evaluation Format for First-Professional Programs in Landscape Architecture. Washington, DC: ASLA, February 1990.

Leighton, Ronald C. Letter to R. M. Millard, 13 November 1990.

Accreditation Standards for Programs Lending to First-Professional Degree in Landscape Architecture, Revised. Washington, DC: ASLA, 1990.

Visiting Team Guidelines. Washington, DC: ASLA, 1990.

American Bar Association Section on Legal Education and Admission to the Bar, Office of the Consultant on Legal Education (ABA)

Standards for Approval of Law Schools and Interpretations. Indianapolis, IN: ABA, October 1990.

Policy Documents. Indianapolis, IN: ABA, 1990.

"Reports of the Conference on Validty and Reliability." Indianapolis, IN: ABA 24-25 February 1990.

White, James P. Letter to R. M. Millard 29 November 1990.

Association of American Law Schools (AALS)

Association Handbook. Washington, DC: AALS, 1990.

Levin, Betsy. Letter to R. M. Millard, 13 December 1990.

Levin, Betsy. Memo to Members of the Site Evaluation Team of a Law School for Seeking Membership in the Association of American Law Schools. Suggestions for the Conduct of a Site Evaluation. Washington, DC: AALS, 1990.

Levin, Betsy. Memo to members of AALS-ABA Sabbatical Site Evaluation Teams. Additional Information Concerning Reinspection. Washington, DC: AALS, 1990.

Levin, Betsy. Draft Letter of Appointment of AALS Site Evaluator at AALS-ABA Site Evaluation Team. Washington, DC: AALS, 1990.

American Library Association (ALA)

Standards for Accreditation, 1972. Chicago: ALA, 1972.

Guideline Statements on Standards. Chicago: ALA, 1988, 1989, 1990.

Self-Study: A Guide to the Process and to the Preparation of a Report for The Committee on Accreditation of the American Library Association (Under the *Standards for Accreditation*, 1972.) Revised. Chicago: ALA, 1989.

Lester, June. Letter to R. M. Millard and anwers to questions, 14 November 1990.

Standards for Accreditation, 199X, Second Draft. ALA.

Accrediting Bureau of Health Education Schools (ABHES)

Manual of the Accrediting Bureau of Health Education Schools for Medical Assistant Education Programs. Elkhart, IN: ABHES, 1987.

Manual of the Accrediting Bureau of Health Education Schools for Medical Laboratory Technician Education Programs. Elkhart, IN: ABHES, 1987.

Glankler, Jeanne. Letter to R. M. Millard, 14 March 1991.

Glankler, Jeanne. "ABHES Policies Re: Outcomes and Institutional and/or Program Effectiveness." Unpublished summary accompanying letter to R. M. Millard 14 March 1991.

ABHES On-Site Assessment Visitation Committee Report. Areas Concerning Assessment of Outcomes and Institutional Effectiveness. Elkhart, IN: ABHES, 1991.

Manual of the Accrediting Bureau of Health Education Schools for Allied Health Education Schools. Elkhart, IN: ABHES, 1991.

Annual Report (Form 5). Elkhart, IN: ABHES, n.d.

Institutional Self-Evaluation/Analysis Report. Elkhart, IN: ABHES, n.d.

Liaison Committee on Medical Education (LCME)

Functions and Structure of A Medical School. Washington, D.C. and Chicago: AAMC and AMA, 1989.

Rules of Procedure. Washington, D.C. and Chicago: AAMC and AMA, 1989.

Kassebaum, Dr. Donald G. "The Measure of Outcomes In The Assessment of Educational Program Effectiveness." *Academic Medicine* 65.5 (May 1990):293-296.

Kassebaum, Donald G. "The Measure of Outcomes in the Assessment of Educational Effectiveness." *Academic Medicine* 65.5 (May 1990):293-296.

Proposed changes in medical school accreditation standards published in the LCME's *Funtions and Structure of a Medical School*. Washington, DC: Unpublished document, 3 July 1990.

Kassebaum, Dr. Donald G. Memo to Deans of medical schools scheduled for LCME Accreditation surveys in 1990/91 and 1991/92 and Prospective Team Members. RE: LCME Orientation Sessions, 24 August 1990.

Kassebaum, Dr. Donald G. Letter to R. M. Millard, 6 November 1990.

The Role of Students in the Accreditation of U.S. Medical Education Programs. Washington, D.C. and Chicago: AAMC and AMA, 1990.

Guide to the Institutional Self-Study, Revised. Chicago and Washington, DC: AMA and AAMC, 1990.

Medical Education Data Base, Revised. Washington, D.C. and Chicago: AAME and AMA, 1990.

Guide for Writing a Survey Report. Washington, D.C. and Chicago: AAMC and AMA, 1990.

Team Secretary's Duties on LCME Accreditation Survey Visit. Washington, D.C. and Chicago: AAMC and AMA, 1990.

Background and Guide for Medical School Surveys. Washington, D.C. and Chicago: AAMC and AMA, 1990.

Suggested Format for Full Accreditation Survey Following on Institutional Self-Study. Washington, D.C. and Chicago: AAMC and AMA, 1990.

National Association of Schools of Music (NASM)

A Philosophy for Accreditation in the Arts Discipline. Reston, VA: Council on the Arts Accrediting Association, 1986.

Procedures for Institutional Membership: Baccalaureate and Graduate Degree-Granting Institutions. Reston, VA: NASM, 1988.

Hope, Samuel. Letter to R. M. Millard, 13 November 1990.

Draft II. Proposed changes to the NASM Handbook 1989-90 Standards for Baccalaureate and Graduate Degree-Granting Institutions. Reston, VA: NASM, November 1990.

Handbook 1989-1990. Reston, VA: NASM, (1989) n.d.

"Outcomes Assessment and Arts Programs in Higher Education," *Briefing Paper*. Reston, VA: Council on the Arts Accrediting Association, 1990.

Visiting Evaluators' Workshop. The On-Site Visit. Reston, VA: NASM, n.d.

Council on Accreditation of Nurse Anesthesia Educational Programs (CANAEP)

Horton, Betty J. "Analysis of Outcomes Usage in Nurse Anesthesia Accreditation." Park Ridge, IL: CANAEP, November 1990.

Horton, Betty J. Letter to R. M. Millard, 28 November 1990.

Standards and Guidelines for Accreditation of Nurse Anesthesia Educational Programs. Park Ridge, IL: CANAEP, 1990.

Programatic Self-Study. Park Ridge, IL: CANAEP, 1990.

Summary Report of On-Site Accreditation Review. Park Ridge, IL: CANAEP, 1990.

National League for Nursing (NLN)

Accreditation Outcomes Project (Fuld Trust) *Educational Outcomes: Assessment of Quality - A Directory of Student Outcome Measurements Utilized by Nursing Programs in the United States*. New York, NY: NLN, 1987.

Accreditation Outcomes Project (Fuld Trust) *Educational Outcomes: Assessment of Quality - An Annotated Bibliography*. New York, NY: NLN, 1987.

Waltz, Carolyn F. *Educational Outcomes: Assessment of Quality - A Prototype for Student Outcome Measurement in Nursing Programs*. New York, NY: NLN, 1988. (Accrediting Outcome Project)

Hart, Sylvia E., and Carolyn F. Waltz (Eds.) *Educational Outcomes: Assessment of Quality - State of the Art and Future Directions*. New York, NY: NLN, 1988. (Accrediting Outcome Project).

Council of Practical Nursing Programs *NLN Self-Study Manual* (Draft). New York, NY: NLN, 1990.

Council on Baccalaureate and Higher Degree Programs *Program Outcomes Survey Part I and Part II*. New York, NY: NLN, September 1990.

Council on Diploma Programs *Outcomes Survey*. New York, NY: NLN, October 1990.

Council on Diploma Programs *Educational Outcomes of Associate Degree Programs: Rules and Competencies*. New York, NY: NLN, 1990.

Murray, Joyce P. Letters to R. M. Millard, 28 November 1990 and 7 March 1991.

Council on Associate Degree Programs *Criteria and Guidelines for the Evaluation of Associate Degree Programs in Nursing* (Draft). New York, NY: NLN, 1991.

Council on Optometric Education American Optometric Association (AOA)

Accreditation Manual: Professional Optometric Degree Programs, 9th edition. St. Louis: AOA, (1941) 1983. EGLProject xyzzx Status.

Heiberger, Michael H. "The Alumni Survey: A Tool in Curriculum Evaluation," *Journal of Optometric Education* 12.1 (Summer 1986).

Chauncey, Depeur M. "The Accelerated O.D. Program: Graduates of the First Ten Years,"

Journal of Optometric Education 14.1 (Fall 1988):16-18.

Heiberger, Michael H. and Rochelle Mozlin. "Vision Training Residency: An Outcome Study." *Journal of Optometric Education* 14.3 (Spring 1989):74-70.

Urbeck, Joyce. "Memo: Council Education on Outcomes Assessment," Meeting 9 January 1988, Houston, TX. St. Louis: AOA, 1988.

"Second Draft of Proposed Standards." Unpublished document. St.Louis: AOA, 15 August 1990.

Boucher, James A. Letter to Dr. Richard Penna, 14 November, 1990, establishing Project Team to Study the Use of the NBEO Results as an Outcome Indicator.

Urbeck, Joyce, Letter to R. M. Millard, 4 December 1990.

American Osteopathic Association (AOA)

"Changes in COM Accreditation Documents, 1990" Chicago: AOA, 6 September 1990.

Ward, Douglas. Letter to R. M. Millard, 19 November 1990.

Accreditation of Colleges of Osteopathic Medicine, 1990. Chicago: AOA, 1990.

AOA Standards for Colleges of Osteopathic Medicine. Chicago: AOA, 1990.

American Council on Pharmaceutical Education (ACPE)

"Accreditation: Purposes, Process and Outcomes." *American Journal of Pharmaceutical Education* 47 (Winter 1983):346-347.

Nona, Daniel A, Robert Kenny and David K. Johnson. "The Effectiveness of Continuing Education as Reflected in the Literature of the Health Professions." *American Journal of Pharmaceutical Education* 52 (Summer 1988).

Accreditation Manual, 8th Edition. Chicago: ACPE, 1988.

Nona, Daniel. "American Council on Pharmaceutical Education." Answer to Questionnaire on Outcomes Analysis and Institutional and/or Program Effectiveness. Appendix to letter to R. M. Millard, 30 November 1990.

Nona, Daniel A. Letter to R. M. Millard, 30 November 1990.px

American Physical Therapy Association (APTA)

Standards and Criteria for Accreditation of Physical Therapy Education Programs. Alexandria, VA: APTA, 1978.

Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists. Alexandria, VA: 1988.

Self-Study Report, Revised. Alexandria, VA: 1988.

Self-Study Report Forms. Alexandria, VA: APTA, 1989.

American Physical Therapy Association Commission on Accreditation in Physical Therapy Education: Biennial Accreditation Report (BAR) for 1990. Alexandria, VA: APTA, 1990.

Self-Study Report Format for Education Programs for the Preparation of Physical Therapists. Alexandria, VA: APTA, 1990.

Nieland, Virginia. Letter to R. M. Millard, 16 March 1991.

Directions for Completing the Forms To Be Used In Preparing Materials for Accreditation by the APTA Commission on Accreditation in Physical Therapy Education. Alexandria, VA: APTA, 1991

Instructions for Completing the Report of the On-Site Evaluation Team for Physical Therapist Education Programs. Alexandria, VA: APTA, n.d.

Instructions for Completing the Report of the On-Site Evaluation Team for Physical Therapist Assistant Programs. Alexandria, VA: APTA, n.d.

Planning Accreditation Board

The Accreditation Document. Washington, DC: ACSP, 1990.

Galloway, Thomas D. Letter to R. M. Millard, 17 March 1991.

Council on Podiatric Medical Education (CPME)

Terminal Objectives and Competency Task Index for Podiatric Medicine. Rockville, MD: AACPM, 1984.

Standards, Requirements, Guidelines, and *Self-Study Design for Colleges of Podiatric Medicine*. Bethesda, MD: COPME, 1989.

Levrio, Jay. Letter to R. M. Millard, 16 November 1990.

"Proposal for Determining Effectiveness of Accreditation Standards." Unpublished paper, 1990.

American Psychological Association (APA)

Accreditation Handbook, Revised. Washington, DC: Committee on Accreditation and Accreditation Office, APA, 1986.

Task Force on Scope and Criteria for Accreditation. "Memo: Draft Standards and Categories for Accreditation." Washington, DC: APA, 7 June 1989.

Criteria for Accreditation, Doctoral Training and Internships in Professional Psychology, Revised. Washington, DC: APA, (1979) 1989.

Self-Study Report in Preparation for Accreditation Site Visit in Academic Year 1989-90. Washington, DC: APA, 1989.

Self Study Report in Preparation for Accreditation Site Visit in Academic Year 1989-90. Application format. Washington, DC: APA, 1989.

Nelson, Paul D. Letter to R. M. Millard, 17 November 1990.

Accreditation Procedures, Revised. Washington, DC: APA, (1980) 1990.

National Association of Schools of Public Affairs and Administration (NASPAA)

Commission on Peer Review and Accreditation. Standards for Professional Masters Programs in Public Affairs and Administration. Washington, DC: NASPAA, 1988.

NASPAA Committee on Outcomes Assessment. Report: Policy Recommendations for NASPAA. June 1990.

Beals, Alma. Letter to R. M. Millard, 8 November 1990.

Council on Education for Public Health (CEPH)

Accreditation Criteria, Graduate Schools of Public Health, Revised. Washington, DC: CEPH, (1986) 1988.

Evans, Patricia P. Letter to R. M. Millard, 19 November 1990.

National Recreation and Park Association (NRPA)

Council on Accreditation. Procedural Guidelines for the Accreditation Process, Revised. Alexandria, VA: NRPA, (1975) 1986.

Henkel, Donald. "NRPA Response to COPA on COPA Provision C.2." 1989.

Conceptual Basis at Revised Curriculum Standards. Alexandria, VA: NRPA, January 1990.

Henkel, Donald. Letter to R. M. Millard, 6 November 1990.

Fabrey, Lawrence J. "A Validation Study of the Certified Leisure Professional Examination: Executive Summary." Alexandria, VA: NRPA, 1990.

Standards and Evaluative Criteria for Recreation, Park Resources and Leisure Services Baccalaureate Program, Revised. Alexandria, VA: NRPA (1977) 1990.

Council on Rehabilitation Education (CORE)

Accreditation Manual for Rehabilitation Counsellor Education Programs. Chicago: CORE, 1983.

Revised Guidelines for Review Committee. Review Committee Assessment Form. Review Committee Report Form. Final Action Recommendation Form. Envelop #5. Champaign, IL: CORE, 1989.

Broadbent, Emer D. "Statement Provided to COPA in Support of FIPSE Funded Project 'Accreditation for Educational Effectiveness: Assessment Tools for Improvement.'" Enclosed with letter of 20 November 1990.

Broadbent, Emer D. Letter to R. M. Millard, 20 November 1990. CORE.

Program Description Packet. Instructions for Program Description Packet. Envelop #2. Champaign, IL: CORE, 1990.

Commission on Rehabilitation. Counselor Certification (CRCC) *Guide to Rehabilitation Counselor Certication*, Revised. Rolling Meadows, IL: CRCC, (1981) 1990.

Faculty/Student Packet. Supervisor Packet. Graduate Packet. Envelop #3. Champaign, IL: CORE, 1990.

Sample Accreditation Evaluation Report and Memo. Envelop #4. Champaign, IL: CORE, 1990.

"Draft: Accreditation Manual." Champaign, IL: CORE, 1990.

Council on Social Work Education (CSWE)

Standards for the Practice of Clinical Social Work, No. 1 (1989). *Standards and Guidlelines for Social Work (Case Manuscript?) for the Functionally Impaired*, No. 12 (1984). Silver Spring, MD: NASW, CSWE.

National Association of Social Workers, (NASW) Professional Standards: Policy Statements *Code of Ethics*, No. 1, n.d.

Standards for Social Work in Health Care Settings. No. 6, 1982. *Standards for Social Work Services in Schools*, No. 7, 1978. *Standards for Social Work Services in Long-Term Care Facilities*, No. 8, 1981. *Standards for Continuing Professional Education*, No. 10, 1982. *Standards for the Practice of Clinical Social Work*, No. 1, 1989. *Standards and Guidelines for Social Work (Case Manuscript) for the Functionally Impaired*, No. 12, 1984. Silver Spring, MD: NASW.

Handbook of Accreditation Standards and Procedures. Alexandria, VA: CSWE, 1988.

National Association of Social Workers, (NASW) *Qualified Clinical Social Work Credential and Listing in the NASW Register of Clinical Social Workers*. Silver Spring, MD: NASW, CSWE, 1990.

National Association of Social Workers, Academy of Certified Social Workers Information Bulletin with Application Forms, 1991. Silver Spring, MD: NASW, 1991.

Newcomb, Paul R. "Outcome Measures in Social Work Education, A National Survey" (Draft). Unpublished article, Southern Illinois University at Carbondale. CSWE.

National Association of Social Workers, (NASW) *You Make the Grade: New School Social Work Specialist Credential*. Silver Spring, MD: NASW, n.d.

National Association of Social Workers, Acadamy of Certified Baccalaureate Social Workers. Silver Spring, MD: NASW, n.d.

National Council for Accreditation of Teacher Education (NCATE)

Gollnick, Donna M., and Richard C. Kunkel. "The Reform of National Accreditation." *Phi Delta Kappan* December 1986:310-314.

Preconditions Document Form. Washington, DC: NCATE, 1989.

NCATE Policies Manual. Washington, DC: NCATE, September 1990.

Exerpts from NCATE Petition for Renewal of Recognition to the U.S. Department of Education. Washington, DC: December 27, 1990.

Standards, Procedures, and Policies for the Accreditation of Professional Education Units, Revised. Washington, DC: NCATE, 1990.

Thirty-sixth Annual List 1990. Washington, DC: NCATE, 1990.

NCATE Guide for Preparing the Institutional Report. Washington, DC: NCATE, 1990.

Worksheet-Sample. NCATE Board of Examiners. Washington, DC: NCATE, 1990.

Judgment Making Procedures for Board of Examiners. Washington, DC: NCATE, 1990.

1990 Joint Data Collection System. Washington, DC: NCATE and American Association of Colleges of Teacher Education, 1990.

American Veterinary Medical Association (AVMA)

AVMA Council on Education Accreditation Policies and Procedures. Schaumburg, IL: AVMA, 1988.

Information for Candidates On the National Board Examination for Veterinary Medical Licensing, 9th edition. New York: Professional Examination Service, September 1990.

Information for Candidates on the Clinical Competency Test in Veterinary Medicine. New York: Professional Examination Service, AVMA, September 1990.

Ames, E. R. Letter to R. M. Millard, 30 November 1990.

"Digest of Veterinary Practice Acts" (as copied from the AVMA 1990 Directory). Schaumburg, IL: AVMA, 1990.

Excerpts from school reports to AVMA dealing with objectives, outcomes, and achievement of objectives, (California, Georgia, Wisconsin).

Committee on Allied Health Education and Accreditation Review Committees

(See Commiattee on Allied Health Education and Accreditation page 91.)

Accreditation Review Committee on Education for the Anesthesiologist's Assistant (ARC-AA)

"Excerpts from Policy Statement 3.0 Evaluative Practices and Procedures." Chicago: ACR-EAA, 1988.

Essentials of an Accredited Educational Program for the Anesthesiologist's Assistant. Chicago: ARC-AA, 1989.

Detmer, L. M. Letter and Inquiry Response to R. M. Millard, 3 December 1990.

Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT)

Essentials and Guidelines of an Accredited Educational Program for the Cardiovascular Technologist. Bethesda, MD: JRC-CVT, 1985.

Feild, David. Letter to R. M. Millard 27 November 1990.

Guide to the Self-Study Report. Bethesda, MD: JRC-CVT.

Accreditation Procedures for Cardiovascular Technology Educational Programs. Bethesda, MD: JRC-CVT, n.d.

Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS)

Essentials and Guidelines of an Accredited Educational Program for the Diagnostic Medical Sonograher. Revised Chicago: JRCDMS, (1979) 1987.

Site Visit Report. Chicago: JRCDMS, 1988.

Accreditation Procedures for Diagnostic Medical Sonography Educational Programs. Chicago: JRCDMS, 1988.

Fay, Marilyn. Letter to R. M. Millard, 15 November 1990.

Initial and Continuing Accreditation Application and Report of Self-Study. Parts A & B. Chicago: JRCDMS, n.d. (1990).

Joint Review Committee on Educational Programs for the EMT-Paramedic (JRC-EMT-Paramedic)

Von der Heydt, Phillip A. Letter to R. M. Millard, 20 November 1990.

Accreditation of EMT-Paramedic Education Programs. General Operating Procedures. Euless, TX: JRC-EMT-Paramedic, 1990.

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

Essentials and Guidelines of Accredited Evaluation Programs of the Baccalaureate Medical Technology Level. Revised Chicago: NAACLS, 1986.

Essentials and Guidelines of Accredited Educational Programs for Medical Laboratory Technician. Revised Chicago: NAACLS, (1971) 1986.

Essentials and Guidelines of Accredited Educational Programs in Histology. Revised Chicago: NAACLS, (1970) 1986.

NAACLS Policy and Procedure Manual. Revised Chicago: NAACLS (1980) 1989.

"The Accreditation Process Workshop," April 27-28, 1990. Chicago: NAACLS, 1990.

"Clinical Affiliation Agreements Workshop, May 18, 1990." Chicago: NAACLS, 1990.

"Designing and Developing a Curriculum: Beginning With Behavioral Objectives." October 27. Chicago: NAACLS, 1990.

Parochka, Jacqueline N. Letter to R. M. Millard, 16 November 1990.

Guide to Accreditation. Revised Chicago: NAACLS, (1986) 1990.

"NAACLS Workshop Teleconferences" Chicago: NAACLS, 1990.

Site Visitor Manual. Revised Chicago: NAACLS, (1986) 1990.

National Accrediting Agency for Clinical Laboratory Sciences. Chicago: NAACLS, 1990.

Site Visitors Manual. Chicago: NAACLS, 1991.

Histotechnology Site Visit Report Form. Chicago: NAACLS, 1991.

Medical Laboratory Technician Site Visit Report Form. Chicago: NAACLS, 1991.

Medical Technology Site Visit Report Form. Chicago: NAACLS, 1991.

Curriculum Review Board/American Association of Medical Assistants' Endowment (AAMAE)

Essentials and Guidelines of an Accredited Educational Program for the Medical Assistant. Chicago: CRB-MA, 1984.

Self-Study Report Format for Medical Assisting Educational Programs. Chicago: CRB-MA, 1989.

Seibert, Mary Lee and Patricia A. Amos. "DACUM Revisited: The 1990 Update on the Profession of Medical Assisting." *The Professional Medical Assistant*, May/June 1990.

"Introduction to Outcomes" In Curriculum Review Board Memo, Fall/Winter 1990.

Johnson, Anna L. Letter to R. M. Millard, 3 December 1990.

Educational Components of the DACUM Occupational Analysis. Chicago: The American Association of Medical Assistants, Inc., 1990.

"Entry Level Competencies for the Medical Assistant." n.d.

On-Site Summary Report for CAHEA Accreditation of the Medical Assisting Program. Expanded Format for Notetaking. Chicago: CRB-ME, n.d.

Accreditation Review Committee for the Medical Illustrator (ARC-MI)

Essentials and Guidelines at an Accredited Program for the Medical Illustrator. Chicago: ARC-MI, 1987.

Clark, Wallace G. Letter to R. M. Millard, 12 December 1990.

Application for Accreditation of a Medical Illustration Program. Chicago: ARC-MI, n.d.

American Medical Record Association (AMRA)

Amatayakul, Margret K. Letter to R. M. Millard, 30 November 1990.

Educator's Handbook. Chicago: AMRA, n.d.

Joint Review Committee on Educational Programs in Nuclear Medicine (JRC-NMT)

Cuklanz, Elaine J. Letter to R. M. Millard, 16 November 1990.

American Occupational Therapy Association Certification Board (AOTA)

Essentials and Guidelines of an Accredited Educational Program for the Occupational Therapist, Revised. Rockville, MD: AOTA, (1943) 1983.

Educational Programs for the Occupational Therapist: 1989-90 Annual Report to the AOTA Accreditation Committee. Rockville, MD: AOTA, 1989.

Monoly, Brena G. Letter to R. M. Millard, 21 November 1990.

"About the AOTCB" Rockville, MD: CAHEA/AOTA, 1990.

Guide to the Self-Study Report for an Educational Program for the Occupational Therapist. Rockville, MD: AOTA, 1990.

1990 Draft: Essentials and Guidelines of an Accredited Educational Program for the Occupational Therapist. To be acted on in 1991 Rockville, MD: AOTA, 1990.

Joint Review Committee for Perfusion Education (JRC-PE)

Essentials and Guidelines for an Accredited Educational Program for the Perfusionist, Revised. Chicago: JRC-PE, (1980) 1989.

Accreditation Review Committee on Education for the Physician Assistant (ARC-PA)

Evaluative Pracatices and Procedures: Policy Statements. 1985. Chicago: ARC-PA, 1985.

Oliver, Denis R. *Sixth Annual Report on Physician Assistant Educational Programs in the United States*. Alexandria, VA: Association of Physician Assistant Programs, May 1990.

Detmer, L. M. Letter to M. P. Lenn and R. M. Millard with Summary Report. 3 December 1990.

Essentials and Guidelines, Revised. Chicago: ARC-PA, (1971) 1990.

Guidelines for the Preparation of a Self-Study Report. Chicago: ARC-PA, 1990.

Report of On-Site Evaluation. Chicago: American Medical Association, n.d.

Joint Review Committee on Education in Radiologic Technology (JRCERT)

Guide to the Organization and Accreditation of Radiation Therapy Technology Programs. Chicago: JRCERT, 1988.

Radiation Therapy Self-Study Report Suggestions. Chicago: JRCERT, 1989.

Fay, Marilyn. Letter to R. M. Millard, 15 November 1990.

Essentials and Guidelines of an Accredited Educational Program for the Radiographer, Revised. Chicago: CAHEA/JRC-ERT, (1944) 1990.

Site Visitor Information. Chicago: JRCERT, n.d. (1990).

Joint Review Committee for Respiratory Therapy Education (JRC-RTE)

Essentials and Guidelines of an Accredited Educational Program for the Respiratory Therapy Technician and Respiratory Therapist, Revised. Euless, Texas: JRC-RTE, (1962) 1986.

The Joint Review Committee for Respiratory Therapy Description of Current Standards for Essential III, B, 1: Respiratory Care Laboratory Facilities and Supplied, Including Equipment Lists. Euless, TX: JRC-RTE, 1987.

The Blue Book. A Description of Current Standards for Selected Essentials of the Accredited Respiratory Care Educational Program. Euless, TX: JRC-RTE, 1987.

Procedures for Accreditation or Reaccreditation of a Respiratory Care Educational Program. Euless, TX: JRC-RTE, 1987.

O'Reilly, Robert and Philip A. von der Heydt. *A Handbook on Evaluation for the Allied Health Program*. Euless, Texas: The Joint Review Committee Services Corporation, 1988.

von der Heydt, Philip. Letter to R. M. Millard, 30 November 1990.

The Council on Postsecondary Accreditation
One Dupont Circle, N.W., Suite 305
Washington, D.C. 20036
Telephone: (202) 452-1433, Fax: (202) 331-9571